











OBERLIN COLLEGE

ANNUAL REPORTS

OF THE PRESIDENT AND THE  
TREASURER OF OBERLIN  
COLLEGE FOR 1929-30

PRESENTED TO THE BOARD OF  
TRUSTEES AT THE ANNUAL  
MEETING NOVEMBER 14, 1930

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# THE BOARD OF TRUSTEES

1929-30

ERNEST HATCH WILKINS, PH.D., LITT.D., LL.D., PRESIDENT

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## TERM EXPIRES JANUARY 1, 1931

DAN F. BRADLEY, <sup>1</sup> D.D.	Cleveland, Ohio
CLAYTON K. FAUVER	New York, N. Y.
AMOS B. MCNAIRY	Manchester, Vt.
JOHN L. SEVERANCE	Cleveland, Ohio

## TERM EXPIRES JANUARY 1, 1932

WILLIAM C. COCHRAN, LL.D.	Cincinnati, Ohio
ALFRED R. HERR	Cleveland, Ohio
ANDREW H. NOAH	Akron, Ohio
GROVE PATTERSON <sup>1</sup>	Toledo, Ohio

## TERM EXPIRES JANUARY 1, 1933

*SAMUEL E. MATTER	Duluth, Minn.
AMOS C. MILLER	Chicago, Ill.
ROBERT A. MILLIKAN, <sup>1</sup> PH.D., SC.D., LL.D.	Pasadena, Calif.
BEATTY B. WILLIAMS	Mount Vernon, Ohio

## TERM EXPIRES JANUARY 1, 1934

JAMES H. CAUSEY	Denver, Colo.
JOEL B. HAYDEN, <sup>1</sup> D.D.	Cleveland, Ohio
GEORGE W. MORGAN, LL.D.	New York, N. Y.
HENRY M. TENNEY, D.D.	Webster Groves, Mo.

## TERM EXPIRES JANUARY 1, 1935

**THEODORE E. BURTON, <sup>1</sup> LL.D.	Washington, D. C.
E. DANA DURAND, PH.D.	Washington, D. C.
CHARLES B. SHEDD	Chicago, Ill.
LUCIEN T. WARNER	Bridgeport, Conn.

## TERM EXPIRES JANUARY 1, 1936

CLEVELAND R. CROSS <sup>1</sup>	Cleveland, Ohio
MISS A. BEATRICE DOERSCHUK	Bronxville, N. Y.
CHARLES H. KIRSHNER	Kansas City, Mo.
MARK L. THOMSEN	Cleveland, Ohio

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<sup>1</sup> Elected by the Alumni.

\*Deceased, May 2, 1930

\*\*Deceased, October 28, 1929.



## TRUSTEE COMMITTEES

1929-30

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**Appointments:**—DR. BRADLEY, MISS DOERSCHUK, DR. HAYDEN, MR. MATTER,\* MR. MILLER, DR. MILLIKAN, MR. PATTERSON.

**Auditing:**—MR. WILLIAMS, MR. THOMSEN, MR. CROSS, MR. NOAH.

**Budget:**—MR. MILLER, DR. DURAND, MR. FAUVER, MR. MCNAIRY, MR. THOMSEN, MR. WILLIAMS.

**Executive:**—PRESIDENT WILKINS, MR. FAUVER, DR. HAYDEN, MR. MILLER, MR. THOMSEN.

**Honorary Degrees:**—PRESIDENT WILKINS, DR. DURAND, DR. HAYDEN, DR. MILLIKAN, DR. MORGAN, MR. PATTERSON, DR. TENNEY.

**Investment:**—MR. THOMSEN, MR. FAUVER, MR. HERR, MR. MCNAIRY, MR. MILLER, DR. MORGAN, MR. SEVERANCE, TREASURER THURSTON, PRESIDENT WILKINS.

**Location, Plans, and Construction of College Buildings:**—PRESIDENT WILKINS, MR. CROSS, MR. FAUVER, MR. NOAH, MR. SEVERANCE, MR. THOMSEN, MR. WARNER, MR. WILLIAMS.

**Memorials:**—MR. PATTERSON, MISS DOERSCHUK, DR. HAYDEN.

**Nomination of Trustees and Trustee Committees:**—DR. COCHRAN, DR. DURAND, DR. HAYDEN, MR. KIRSHNER, DR. MILLIKAN, DR. MORGAN, MR. WARNER.

**Pensions:**—DR. DURAND, MISS DOERSCHUK, DR. MORGAN, MR. WARNER, PRESIDENT WILKINS.

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**Trustee-Faculty Joint Committee on Centennial Celebration in 1933:**—  
*Trustees*, MR. PATTERSON, Chairman, MR. MILLER, MR. WILLIAMS;  
*Faculty*, MR. G. M. JONES, Vice-Chairman, MR. BROWN, MISS FITCH,  
MR. HALL, MR. SHERMAN, MR. WARD.

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\*Deceased, May 2, 1930.

PART I  
REPORT OF THE PRESIDENT



## PART I—REPORT OF THE PRESIDENT

To the Board of Trustees of Oberlin College.

GENTLEMEN :—

I submit herewith my third annual report, for the College year 1929-30.

### I. THE BOARD OF TRUSTEES

#### *Meetings*

The annual meeting of the Board of Trustees was held on November 15, 1929; and the semi-annual meeting on June 16, 1930. Both of these meetings were held in Oberlin. A special meeting was held in Cleveland on January 25, 1930.

#### *Membership*

The membership of the Board changed during the year through the loss of Senator Burton and Mr. Matter and the addition of two new members, Mr. Causey and Mr. Cross.

The national sorrow at the death of Senator Burton had in Oberlin an intense and personal poignancy; for to us he was not only a great statesman, but a fellow alumnus and a fellow Trustee, and a friend.

The following memorial minute was adopted at the November meeting of the Board:

Theodore Elijah Burton, Oberlin's most distinguished alumnus, passed from the scene of his many achievements on October 28, 1929, laden with honor and the commendation of the whole nation. From 1870 until the hour of his death he had been intimately associated with Oberlin College, as undergraduate, as graduate student of Theology, as tutor in Latin and Greek, and for more than thirty years past as Trustee elected by the Alumni.

Graduating from Oberlin in 1872, he studied law and was admitted to the Bar in Cleveland, where he soon developed an important practice. He was elected a member of the House of Representatives in 1889 from the twenty-first Congressional District, and served in two periods a total of nine terms. He was serving a second term in the United States Senate at the time of his



death. Ohio Republicans unanimously placed him in nomination for the Presidency in 1916. When in the House of Representatives serving as Chairman of the Rivers and Harbors Committee he succeeded in eliminating the bad practice of securing local appropriations by log-rolling, and he put the business of improving the Nation's waterways upon a scientific and economical basis. He was always the implacable foe of graft and pettiness and extravagance in national legislation.

Since 1904 he had been an influential member of the Inter-Parliamentary Union, organized from the legislatures of the nations of Europe and America to secure international understandings, and his vibrant voice in House and Senate was invariably heard for international peace. For fifteen years he had been President of the American Peace Society. He was an acknowledged authority on questions of national finance and was the author of several important works on fiscal policies. He was chosen by President Roosevelt to be Chairman of the National Waterways Commission, and was appointed by President Harding as a member of the Commission to settle the debts of foreign nations to the United States after the great war.

Oberlin, Dartmouth, Ohio University, St. John's College, and New York University conferred upon him the degree of Doctor of Laws. He engaged in no service to which he did not add distinction. His accurate and broad scholarship was manifest in every task to which he set his hand. In the roll of our illustrious dead his name and fame will stand among the immortals. "He loved righteousness and hated iniquity, therefore God hath exalted him above his fellows."

The Trustees of Oberlin College hereby express their sorrow at the passing of Senator Burton, and their sincere appreciation for the long years of service that he so auspiciously rendered to this institution by his wise counsel and broad vision, and by his constant attendance on the meetings of this Board whenever his public duties permitted.

Therefore, be it resolved, That the above minute be spread upon the records of this Board and an engrossed copy thereof be sent to the members of Senator Burton's family.

Memorial addresses on the life and work of Senator Burton were given in chapel by the President on the day following Senator Burton's death, and by Dr. Bradley, of the Board of Trustees, on the day of the November meeting of the Board. Portions of the President's remarks, and portions of the memorial sermon delivered by Bishop McDowell at the funeral service held in Cleveland on October 31, were printed in the *Alumni Magazine* for November, 1929.



A fine marble bust of Senator Burton, the work of Louise Kidder Sparrow, was given to the College in the spring by the Senator's niece, Miss Grace Burton. It has been placed in the Faculty Room of the Library, where a simple ceremony of unveiling was held on May 27, 1930.

Only a year ago the election of Mr. Matter to the Board of Trustees was chronicled in the President's Report. Ill health so beset him that he was able to attend only one meeting of the Board; and the promise of his service, on which those who knew him well had placed such glad and confident reliance, was ended by his death on May 2, 1930.

The following memorial minute was adopted at the June meeting of the Board:

Samuel Ernest Matter was born April 18, 1868, in Brodhead, Wisconsin. His father and mother were graduates of the class of 1859. In 1883 he entered the Middle Preparatory class and from that time was in continuous attendance until his graduation in 1889, six years later. He was chosen on the basis of scholarship as one of the commencement speakers at graduation. He was active in organizations, musical and athletic.

He determined upon a business life and located without delay in Duluth, the scene of a long and successful career. On the foundation of a cultured Christian home and a thorough education he built this career, by his own efforts and qualities. In 1898 he married Anna Town of the class of 1890, the never failing inspiration of his success. In 1895 he organized the Standard Salt and Cement Company of Duluth. From small beginnings this company became one of the foremost in Duluth. His appreciation of worth of service is shown by the number of men continuously associated with him from the early days of the organization until his death.

Mr. Matter was elected in 1928 to the Board of Trustees of Duluth and was closely associated with many of its civic and charitable activities, among which were the Chamber of Commerce, the Home Building and Loan Association, and the Community Fund. He was Chairman of the Building Committee for Pilgrim Church and was long a member of the Board of the Young Men's Christian Association.

Mr. Matter was elected in 1928 to the Board of Trustees of Oberlin College. His life-long interest in Oberlin, together with his unusual business experience and his winning personal qualities, eminently fitted him for this new responsibility. He entered thoroughly and heartily upon the study of Board procedure and the intricacies of college financial management. Apparently

with vigorous years ahead, he was stricken with a lingering illness, finally resulting in his death May 2, 1930.

Wherefore, be it resolved:

That the Board of Trustees of Oberlin College hereby express their appreciation of Mr. Matter's eminent qualifications to serve his beloved Alma Mater as a member of this Board, and their sincere sorrow in his death; and that a copy of this minute and these resolutions be spread upon the records of this Board, and that a copy be sent to Mrs. Matter and their daughter.

At the November meeting of the Board Mr. James H. Causey, of Denver and New York, was elected to fill the vacancy caused by the resignation of Dr. Brown at the end of the preceding year; and announcement was made of the election of Mr. Cleveland R. Cross, of the College class of 1903, as Alumnus Trustee succeeding the late Mrs. Katharine Wright Haskell.

#### *Noteworthy Actions of the Board*

Both meetings of the Board were largely occupied with the presentation of reports by officers and committees and by comment and action thereon.

#### Meeting of November 15

At this meeting there was presented the offer of Mr. Amos C. Miller, of the Board, to give to the College ten four-year scholarships of the value of \$1,200 each, for men entering the Freshman class of the College of Arts and Sciences in the fall of 1930, the scholarships being limited to men standing first or second among the men of their high school classes or ranking very nearly first or second in classes graduating from large high schools. This offer was conditioned upon appropriation of a similar amount for a similar purpose by the Board of Trustees from the funds of the College; and the Board very gladly voted to meet the condition and accept the gift.

Authorization was voted for the establishment of a professorship of Missions in the Graduate School of Theology, upon the understanding that new funds for the endowment of the chair are to be secured before the question of an appointment is raised.

#### Meeting of January 25

This meeting was devoted to a discussion of financial matters.



## Meeting of June 16

In connection with the adoption of the budget the three following recommendations from the Budget Committee were considered and approved:

1. That the budget for operating expenses be hereafter limited to the least possible increase until, in the opinion of the Board, our pressing building needs are met.
2. That income received hereafter from investment of proceeds of sales of now unproductive stock forming part of the Hall Estate be set aside for our pressing building needs until, in the opinion of the Board, such needs are met.
3. That the excess income on General Endowment funds represented by the difference between the percentage used for the budget and the rate finally earned as reported by the Treasurer, be hereafter set aside for our pressing building needs until, in the opinion of the Board, such needs are met, exceptions to be made only for extreme emergencies.

Authorization was given to the Executive Committee to appoint, upon recommendation from the Committee on Location, Plans, and Construction of College Buildings, a Superintendent of Construction to have the general technical direction of the development of our building plans. Such recommendation and appointment followed in the course of the summer, as will appear below.

The Committee on Location, Plans and Construction of College Buildings was authorized to proceed with the preparation of preliminary plans for a Physics Building.

The President was directed to appoint a committee of three to serve with a committee appointed by the Alumni Association to consider the question of the provision of an Alumni House in Oberlin. The Trustee Committee, as later appointed, consisted of Mr. Cross, chairman, Dr. Hayden, and Mr. Thomsen. The Alumni Committee consisted of Mr. Frank Van Cleef, chairman, Mr. R. T. Miller, and Mrs. C. B. Martin.

*The Executive Committee*

Meetings of the Executive Committee were held on September 28, November 14, January 25, March 15, May 10, and July 5, the second and last in Oberlin, the others in Cleveland. In accordance with the provision whereby all members of the Board, whether or not they are members of the Executive Com-

mittee, are invited to be present at its meetings and if present have full voting rights, the following trustees from outside the membership of the Committee were present at one or more of its meetings: Dr. Bradley, Mr. Cross, Miss Doerschuk, Dr. Durand, Mr. Kirshner, Mr. McNairy, Mr. Patterson, Mr. Warner, and Mr. Williams.

The two major responsibilities of the Executive Committee are the voting of appropriations for needs not covered in the Budget, and the voting of appointments of teachers or administrative officers recommended by the Trustee Committee on Appointments and appointments of administrative assistants recommended by the Prudential Committee. The discharge of the first of these functions involved for the year under review the authorization of a number of important steps. Thus the Executive Committee approved the initial plans of the Centennial Committee, including the engagement of Mr. Thomas Wood Stevens to prepare and direct the pageant which is to form a feature of the Centennial Celebration, and approved the joint plan of the College and the Village of Oberlin for the installation of a greatly enlarged and improved drainage system, to which reference will be made below. Other authorizations involving considerable expenditures were for the purchase of the old Second Church property, hitherto leased; for the installation of a new elevator in Warner Hall; for the redecoration of the Library and the installation of a modern clock system there; for the moving of the shops and adjustments connected therewith, necessitated by the construction of the dormitory building of the Graduate School of Theology upon the old site of the shops; and for the laying of stone walks from the Chapel to College Street, from the Chapel to the Men's Building, and from the Men's Building to the Men's Gymnasium. The Committee also voted to set aside \$50,000 as the nucleus of a fund for plant development.

To the Executive Committee also there fell the confirmation of three important faculty actions. The effectiveness of the faculty adoption of the new plan of teacher training, involving the transfer of the more professional work to a fifth year and the payment of critic teachers in the Oberlin, Elyria, and Wellington high schools, was contingent upon trustee consent to the considerable expense involved, which expense was author-



ized by the Executive Committee. That Committee also approved the plan of making the Summer School a six-week rather than an eight-week school; and the plan of accepting 180 men and 150 women as members of the entering freshman class in the College of Arts and Sciences.

The Executive Committee also approved and made possible the plan for the High School Day held in October; and at its last meeting of the year, in accordance with the authorization given by the Board of Trustees, appointed Mr. F. M. Crutsinger as Superintendent of Construction.

### *Other Trustee Committees*

Of the other trustee committees the busiest during the year under review have been the Budget Committee, the Committee on Location, Plans and Construction of College Buildings, and the Centennial Committee.

The Budget Committee took the step of requiring a trial budget in January and were thus able to reach effective determinations concerning the preparation of the final budget, which they adopted after careful review. The Budget Committee also formulated the policies regarding reservation of funds for plant development which were approved at the June meeting of the Board.

The Committee on Location, Plans and Construction of College Buildings has met again and again through the year—the Cleveland and the New York members sometimes meeting separately—to consider problems relating to the plans for the buildings of the Graduate School of Theology, and other matters relating to plant development. The members of the Committee have given without stint of their time, their building experience and their legal experience to the consideration of details of plans and of arrangements with architect and contractor.

The Centennial Committee has begun its work with a will, and has initiated plans which promise a celebration in 1933 which shall be a worthy recognition of the completion of the first hundred years of the life of Oberlin College. The central feature of the celebration is to be an historical pageant of which, as has been said above, Mr. Thomas Wood Stevens is to be the director. A considerable program of publications is planned



for the Centennial, including a history, an historical source book, a one hundredth anniversary catalogue, certain monographs and a biography of President King.

## II. GIFTS

The funds received as gifts in the course of the year amounted to \$262,407.51. Gifts to capital amounted to \$146,327.37; gifts to the Endowment and Building Fund amounted to \$72,626.89; and gifts for current use amounted to \$43,453.25.

These gifts are listed in full in the report of the Treasurer, and some of them receive special comment in the Report of the Assistant to the President.

The General Education Board, in continuing fulfilment of its pledge to give (up to a total of \$500,000) one dollar for every three dollars of pledges of other donors made for unrestricted endowment and actually paid in, has given us during the year a total of \$31,875.48. The very practical good will of the General Education Board was further manifested by their agreement to extend until December 31, 1930, the period of validity of their contingent pledge.

In May, 1929, Mr. John D. Rockefeller, Jr., gave us the great gift of \$300,000, recorded in my previous Report, for the Graduate School of Theology. Plans for new buildings for the School were drawn during the year by the College Architect, Mr. Cass Gilbert, and submitted for bids in April. The bids showed that the cost of the buildings would considerably exceed the funds in hand. The situation was brought by Mr. Gilbert to the attention of Mr. Rockefeller, who, with an exceedingly welcome continuance of his generosity, thereupon added \$100,000 to his previous gift, thus insuring the erection of the buildings in beautiful and satisfactory form.

In December, 1929, as is recorded in my previous Report, a donor who then remained anonymous promised us \$10,000 toward the cost of a swimming pool for women. In May of 1930 this donor, associating with himself his wife and his daughter, enlarged the promised gift to \$75,000, and permitted it to be known that the givers are Mr. and Mrs. Winthrop Murray Crane, Jr., of Dalton, Massachusetts, and their daughter, Barbara, a member of the College class of 1930. We are proceeding with plans for the erection of this building, so long needed and

so eagerly awaited by the student body. Until the men have a swimming pool of their own — and may that day soon come! — they are, through the courtesy of the Department of Physical Education for Women, to have the use on certain days of the women's pool. The gift of the Cranes is exceedingly welcome not only because of the immediate benefit which will result therefrom but because it marks a continuance of great helpfulness on the part of a family some of the older members of which had already done much for Oberlin.

Mr. Amos Miller's gift of ten four-year scholarships for men has already been mentioned, together with the fact that the number of such scholarships available was doubled by the action of the Trustees in accepting Mr. Miller's gift. These scholarships, as stated above, are limited to men ranking first or second among the men of their high school classes or ranking very nearly first or second in classes graduating from large high schools. For the twenty scholarships thus provided the College received some 100 applications, nearly all of them from excellently qualified candidates. Twenty of these applicants of course received Miller scholarships. It was found possible also to provide one-year scholarships or to guarantee paying jobs to several of those who failed to receive the major award. Thus the gift has resulted directly and indirectly in bringing a considerable number of men of exceptionally high standing to Oberlin as members of the class entering the College of Arts and Sciences in September, 1930.

The Edward Increase Bosworth Fund has been enlarged through the year from \$100,000 to \$120,000. The greater part of this increment has come from ever-loyal alumni and friends in the Hawaiian Islands. The Graduate School of Theology stands clearly at the beginning of an era of renewed and magnified leadership and usefulness. We are deeply grateful to those who are making this renewal possible, and trust that completion of the Bosworth Fund may still further strengthen the hands and the hearts of those to whom that leadership is committed.

### III. NEEDS

The offer of the General Education Board to meet with one dollar (up to a total of \$500,000) every three dollars pledged and collected for endowment will finally expire on December 31,



1930. No further extension of time could rightly be asked or granted. The greatest immediate need of the College is therefore the contribution of such gifts for endowment as may enable us to take full advantage of the pledge of the General Education Board.

The total amount thus far contributed by the General Education Board is \$374,478.24. There remains therefore a possible \$125,521.76 to be secured from that Board, provided we on our part raise a total of \$376,565.28. Toward this total there may be counted not only payments of pledges already made, but also new gifts for endowment.

We therefore ask all those who have pledged and have not yet paid to make every effort to do so before the end of the year; and we ask all friends of the College who may be contemplating gifts for endowment — for the purpose of increasing professorial salaries or for other general purposes — to complete such gifts, if it be possible, before the expiration of the pledge of the General Education Board.

The list of our building needs, as I now see it, with the probable cost of the several units, is as follows, the units being listed according to their educational character, not according to relative urgency of need:

A. Instructional Buildings

1. General College Building (or group of buildings) for the Social Science Departments, the Departments of History, Philosophy, and Religion, the Departments of Mathematics and Astronomy, and the several Departments of Languages and Literatures .....\$1,200,000
2. General Science Building (or group of buildings) for the Departments of Geology and Geography, Botany, Zoölogy, and Psychology ..... 1,000,000
3. Physics Laboratory ..... 400,000
4. Astronomical Observatory ..... 150,000
5. Organ Building ..... 200,000

B. Buildings for Physical Education

6. Men's Gymnasium and Swimming Pool ..... 400,000
7. Men's Field House ..... 100,000
8. Women's Gymnasium ..... 325,000

C. Library

9. Addition to main Library Building, with remodeling of present building, providing for greater stack space and departmental reading rooms ..... 250,000
10. Library storehouse for books not in current use ... 75,000

D. Social and Recreational Building	
11. The present Men's Building, remodeled as a social and recreational building, including a little theater	125,000
E. Residences	
12. Residences for Men: a group containing twelve residence units of varying sizes and types, and a men's club .....	1,500,000
13. Additional residences for women .....	400,000
14. A group of residences for younger members of the faculty and administrative staff .....	200,000
F. Maintenance	
15. Maintenance offices, stores and shops .....	125,000
16. Power plant .....	250,000
G. Inn	
17. An Oberlin Inn, to replace the present Hotel .....	400,000
<hr/>	
Total .....	7,100,000

Of these several needs the four which are most immediately pressing are the Residences for Men, the Physics Laboratory, the Women's Gymnasium, and the General College Building. In each case we know what we want, and are not less than intensely in need of relief. The situation with reference to the housing of our men students is more acute than ever, since we are accepting more freshman men than we have done before, and hope to continue the policy of admitting a larger number of men. Mr. Noah's fine original gift of \$100,000 is still the only fund actually received for the housing of our men.

Any man or woman or group of people who may make provision toward the meeting of these needs may rest assured that such building-dreams as may thus become realities will be used as in trust for society in the endeavor to give the best college education which America can provide.

#### IV. THE WORK OF THE PRESIDENT

The President's main special tasks during the year have been the thoroughgoing revision of the form of the Annual Budget; the study of relations with the Department of Education of the State of Ohio; the watching and guidance of the development, and the carrying into effect, of the plans for the new buildings of the Graduate School of Theology, and the study of other problems of plant development; the attempt to secure funds to facilitate the raising of certain professorial salaries



and to advance the building program; and, with the committees concerned, the virtual completion of the work of the Curriculum Committee of the College of Arts and Sciences, and the initiation and completion of the work of a special Faculty-Student Committee appointed to study the question of the Honor System. The report of this latter committee will be referred to below, and the report of the Curriculum Committee will be referred to in the report of the Dean of the College of Arts and Sciences.

While Oberlin College and the other leading liberal arts colleges of the State are heartily in agreement with the State Department of Education in the belief that the training of teachers for the high schools of the state is a matter of the utmost importance, and that such training should include training in educational theory and methods and a certain amount of practice teaching and observation, Oberlin and other liberal arts colleges have felt for some time that some of the specific requirements of the State in this connection were not scientifically justified, and that the State Department of Education did not fully appreciate the special and valuable contribution that the liberal arts colleges are making in the training of teachers nor realize the difficulties in the way of the maintenance and development of the work of teacher training in the liberal arts colleges. Dean Cole, Professor Miller, and the President have given much time through the year to this problem, as corresponding officers in other institutions have done also. Toward the end of the year there was created a committee of five presidents to represent the liberal arts colleges in this matter. Of this committee President Soper, of Ohio Wesleyan, is chairman, and the presidents of Marietta, Oberlin, Otterbein, and Wooster are members.

During the year the President has addressed alumni groups in Detroit, Oberlin, and Pittsburgh, and has given other addresses in Chicago and New York, at Duke University, and in several Ohio cities.

The work of the commissions and other groups referred to in the corresponding section of the last Annual Report has continued; and has been increased during the past year by membership on the Committee on College Standards of the North Central Association; by a special survey of Antioch College, undertaken at the request of the General Education Board; and



by a special survey, with President Angell of Yale and President Jessup of the University of Iowa, of the Horace Mann and Lincoln Schools of New York City. This study was undertaken at the request of Teachers College of Columbia University, with which these schools are affiliated, and has been completed.

#### V. EMERITUS OFFICERS AND TEACHERS

The Class of 1930 was the last class to have been in Oberlin during the presidency of President King. Desiring to manifest to him the affection and esteem in which they held him, the members of the Class went to his home on the morning of the Saturday before Commencement, sang to him, and were graciously received by him.

John Roaf Wightman, Emeritus Professor of the Romance Languages and Literatures, died in Geneva, Switzerland, on May 29th, aged 81 years. He served Oberlin as professor faithfully and well for 25 years, from 1893 to 1918. He set his impress deeply and permanently on many lives, not only through his ripe scholarship and his careful teaching but also through his genial comradeship with students and colleagues on the campus and in the home which Mrs. Wightman and he made so hospitable, and through the unswerving fineness of his attitude toward life. A memorial minute for Dr. Wightman was adopted by the faculty on June 10, and was printed in the July number of the *Alumni Magazine*. The President, when a graduate student in Romance Languages at the Johns Hopkins University, used to like to look up at the photograph of Professor Wightman which hung in the seminar room there, and is glad to have met and known him on his last visits to Oberlin.

Miss Hosford continues the writing of her excellent articles for the *Alumni Magazine*, and is at work upon a monograph which forms part of the proposed set of Centennial publications. At the Commencement meeting of the Alumni Association she gave an address on "The Oberlin Idea," which is printed in the July number of the *Alumni Magazine*.

An exhibition of paintings by Professor A. S. Kimball was held during the summer in Ipswich, Massachusetts.

Miss Wolcott celebrated her freshman year among emeriti by an extensive trip which took her through the west and to the Hawaiian Islands, and brought the pleasure of renewed

acquaintance to her and to many former students who have thought so much of her.

Miss Edith Thatcher retired at the end of the year, after twenty-five years of faithful service at the charging desk and the reserve-book desk of the Library.

## VI. THE ADMINISTRATIVE AND TEACHING STAFF

### *The Faculty*

At the beginning of the year the personnel of the faculty differed from that of the preceding semester in the respects indicated in the following paragraphs.

The following returned after leaves of absence: Professors Davis, Geiser, Lindquist, Lord, Mack, and Nicol; Associate Professor Artz; Assistant Professors Howe and J. B. Lytle; and Mrs. Morrison.

The following were absent on leave (for the full year unless otherwise noted): Professors Chapin, Grover, Heacox, MacLennan, and Taft; Associate Professors Krueger and Lewis; Assistant Professors Capps, Lillich, V. V. Lytle, and Schauffler (first semester); and Mr. C. M. Richards (first semester).

The services of the following had terminated through retirement, resignation, or expiration of term of appointment: Miss Wolcott, Registrar of the College of Arts and Sciences; Associate Professor Jordan; Acting Associate Professors Briggs and Malone; Assistant Professor McDonald; Messrs. Clauson, Croley, Hansen, Huntley, Pettijohn, Tenney, Tessenvitz, Thatcher; and Misses Franke, Hipple, Langelier, Portman, Reel, and Whitt.

The following were promoted: Associate Professor Burt to a full professorship; and Assistant Professors Howe and A. B. Sturgis to associate professorships.

Mr. D. M. Love, Assistant Dean of the College of Arts and Sciences, was made Registrar as well.

The following were added to the faculty:

Robert Elliott Brown, Professor of Practical Theology and Human Relations.

Mary Megie Belden, Visiting Professor of English.

Arthur Edward Nilsson, Associate Professor of Economics (replacing Professor Krueger during his leave of absence.)

Floyd Sherman Gove, Assistant Professor of Education.

Anna Lue Hughitt, Assistant Professor of Physical Education.



Paul Patrick Rogers, Assistant Professor of Spanish.

Clayton Crowell Bayard, Acting Assistant Professor of Economics (replacing Associate Professor Lewis during his leave of absence.)

Wendell Sherman Niederhauser, Acting Assistant Professor of Chemistry (replacing Professor Chapin during his leave of absence).

Olaf Christian Christiansen, Instructor in Choral Music and Choral Director.

John Sieman Diekhoff, Instructor in English.

Robert Manly Duncan, Instructor in Spanish.

Fred Foreman, Instructor in Geology and Geography.

Reuel Bryan Frost, Instructor in Geology and Geography.

Ladley Husted, Instructor in Botany (replacing, in part, Professor Grover, during his leave of absence).

Miss Katherine Althea Johnson, Instructor in Fine Arts (first semester only, replacing Assistant Professor Schaufler during her leave of absence).

Miss Emilie Ann Jones, Instructor in Classics.

Alfred Paul Kehlenbeck, Instructor in German.

Miss Caroline Kimball, Instructor in Spanish.

Asa A Lee Mathews, Charles M. Hall Research Instructor in Geology and Geography.

Miss Marie Mattern Stirling, Instructor in Theory and Ear Training.

George Eldridge Waln, Jr., Instructor in Wind Instruments.

Miss Gladys Mildred Wells, Instructor in Eurythmics.

Kenneth Forsyth Williams, Instructor in English.

### *Changes During the Year*

At the end of the first semester Assistant Professor Schaufler and Mr. Richards returned from their leaves of absence; and at the beginning of the second semester Professor Cony Sturgis and Associate Professor A. B. Sturgis left for a semester's leave of absence. At the beginning of the second semester Mr. Bruce Benjamin was appointed as Associate Professor of Singing.

Through the months there linger the shock and the shadow of the tragic death of Professor Paul Norton MacEachron on the first day of June. The shock and the shadow will last long for the boys who knew him so well, and for many others; but the flame of his high-mindedness and his eager devotion will burn through and endure. The Coach in a modern American college has a unique relationship with the men under his care. Coach MacEachron used that relationship as a means for teaching co-

operation and for building manhood. Nor were his interests and his service limited by departmental boundaries. He took active part in several committees concerned with student welfare; and during the last months of his life worked strenuously and efficiently as a member of the Faculty-Student Committee on the Honor System. The faculty on June 10 adopted a memorial minute in his honor. A memorial service was held on June 4 in Finney Chapel, and was attended by a very large number of the student body and by many former students. The talks given at this service by Bernard Gladieux of the Class of 1930 and by the President are printed in the *Alumni Magazine* for July.

#### *Administrative Officers*

At the beginning of the year Mr. Frank W. Tobin joined the administrative staff of the College with the title of Purchasing Agent. His work includes, first, the general purchasing, and second, the financial direction of the dormitories and dining halls. The position thus created is in connection with the Treasurer's Office.

On August 1, Mr. F. M. Crutsinger took up his duties as Superintendent of Construction. He will act as supervisor of construction actually under way; will help the officers of the College in their preliminary formulation of specifications for buildings which are to be erected; and will direct the exchange of ideas between College and architect while plans for a new building are in process of being drawn and revised.

#### *Administrative Assistants*

At the beginning of the year, or in the course of the year, changes in personnel occurred as follows:

In the Secretary's Office Miss Anne E. Loveland took the place of Miss Guss; Miss June Wright took the place of Miss Bidwell as head of the Faculty Stenographic Service; Mr. Arthur E. Princehorn took a new position as Assistant in Photography; and Mr. Frank Foster took a new position as Assistant in charge of the Photostat Service. Mr. Foster was succeeded in October by Miss Mary Gabor. In the Treasurer's Office Mr. R. C. Oltman took a new position as Accountant. In the Office of the Director of Admissions Miss Mary C. LeRoy took a new position, in



which she was succeeded, in the summer, by Miss Genevieve E. Landis; and Miss Eva R. Searles took the place of Miss Marion Oldham. In the Office of the Registrar of the College of Arts and Sciences Miss Edith Stanley took a new position. In the Personnel Office, in the summer, Miss Ermina Busch took the place of Miss Poole.

In the Library, Miss Helen Hefling took a new position as assistant in the Order Department; Mrs. Beatty was succeeded, as assistant in the Open Shelf Room, by Miss Mary B. Curran, who was in turn succeeded, in the summer, by Miss Bonnie B. Day; and Miss Beulah H. May took a position as assistant in the Reference and Loan Department. In the Catalogue Department, Miss Jessie W. Dyde, Miss Alice E. Phelps, and Miss Virginia G. Snaveley were appointed to fill the vacancies caused by the resignations of Miss Cromwell, Miss Forrest and Miss Garlock.

Mrs. Grover W. Fleming succeeded Mrs. Treat as head of Churchill Cottage.

Mrs. Flora H. Browning, who had served faithfully for thirteen years as head of Fairchild House, died on May 5.

### *Publications*

The *main* publications of the Faculty printed during the college year 1929-30 are listed below. Since the college year ends with the last day of August, publications appearing after September 1, 1930, are not listed in the Report, even though they may appear before publication of this Report. The list does not include documents prepared in the line of administrative duty, nor does it include articles primarily of ephemeral interest, or book notices published in the *Oberlin Alumni Magazine*.

#### F. B. ARTZ:

Review of E. Beau de Loménie, *la Carrière politique de Chateaubriand, 1814-30*, in *American Historical Review*, XXXV (1930), 599-601.

Review of M. E. Elkington, *les Relations de société entre l'Angleterre et la France sous la Restauration, 1814-1830*, in *American Historical Review*, XXXV (1930), 913-914.

#### MARY M. BELDEN:

*The Dramatic Work of Samuel Foote*, New Haven, Yale University Press, 1929. Pp. viii + 224.

R. W. BRADSHAW:

"Research in Student Health," in *American Journal of Public Health*, XIX (1929), 1229-1234.

"Infectious Mononucleosis," in *Ohio State Medical Journal*, XXVI (1930), 607-608.

R. E. BROWN:

"Youth's Charge Against Age," in *The Congregationalist*, CXV (1930), 276-277 and 282.

F. W. BUCKLER:

"The Meaning of the Cross," in *The Anglican Theological Review*, XII (1930), 411-422.

W. D. CAIRNS:

"Napier on the Table of Logarithms," in *Source Book in Mathematics*, ed. by D. E. Smith, New York, McGraw-Hill Book Co., 1929, pp. 149-155.

Reports of Meetings of the Mathematical Association of America, in *American Mathematical Monthly*, XXXVI (1929), 455-460, and XXXVII (1930), 105-117.

*Register of Officers and Members, Mathematical Association of America* (Editor), Menasha, Mathematical Association of America, 1929, 68 pp.

F. E. CARR:

"The Same Stars but Looking Better," in *Oberlin Alumni Magazine*, XXVI (1930), 269-271.

Review of Johannes Kepler, *Neue Astronomie*, in *American Mathematical Monthly*, IX (1929), 486-487.

W. H. CHAPIN:

"Landmarks of Early Oberlin," in *Oberlin Alumni Magazine*, XXVI (1929-30), *passim*.

E. L. CLARKE:

Several abstracts in *Social Science Abstracts*.

C. T. CRAIG:

"The Evangelism of Jesus," in *The Christian Advocate* (all editions), 1930.

G. H. DANTON:

"Chinese Literary Tradition in the Poetry of Tu Fu," in *New York Times Book Review*, December 22, 1929.

"Americana," in *American Speech*, V (1930), 281-282.

"Germany and China Today," in *The Chinese Social and Political Review*, XIV (1930), 71-78.

"Richard Wilhelm: Sinolog," in *Books Abroad*, IV (1930), 124-126.

Review of Lar She, *Im Banne der Taiga*, in *Books Abroad*, III (1929), 365.



## A. L. ELDER

"Vanadium Compounds as Catalysts for the Oxidation of Sulfur Dioxide," (with H. N. Holmes), in *Industrial and Engineering Chemistry*, XXII (1930), 471-472.

Review of J. C. Ware, *Chemistry of the Colloidal State*, in *Journal of the American Chemical Society*, LII (1930), 25-93.

## P. T. FENN:

Review of *The Collected Papers of Paul Vinogradoff*, in *Michigan Law Review*, XXVIII (1929), 101.

## G. W. FISKE:

*The Christian Family*, New York, The Abingdon Press, 1929. Pp. 138.  
*Education and Religion* (co-author), Nashville, The Cokesbury Press, 1929. Pp. 194.

*The Lesson Round Table* (co-author), Nashville, The Cokesbury Press, 1929. Pp. 359.

## R. S. FLETCHER:

"The End of the Open Range in Eastern Montana," in *Mississippi Valley Historical Review*, XVI (1929), 188-211.

"Going West to College in the Thirties," Oberlin College Library, *Bulletin*, II (1930), 1-20.

"The Spalding-Allen Indian Collection," in *Oberlin Alumni Magazine*, XXVI (1930), 136-139.

## FRED FOREMAN:

"Hydrothermal Experiments on Solubility, Hydrolysis and Oxidation of Iron and Copper Sulphides," in *Economic Geology*, XXIV (1929), 811-837.

## R. B. FROST:

*Physiographic Diagram of Ohio* (Map with text), Columbia University, Geographical Press, 1930.

## KEMPER FULLERTON:

Introduction to Rudolf Kittel, *Great Men and Movements in Israel*, New York, Macmillan, 1929, pp. ix-xiv.

"The Strophe in Hebrew Poetry and Psalm 29," in *Journal of Biblical Literature*, XLVIII (1929), 274-290.

"Oberlin a Growth," in *Oberlin Alumni Magazine*, XXVI (1930), 200-204.

## K. W. GEHRKENS:

*Twenty Lessons in Conducting*, Boston, Oliver Ditson, 1930. Pp. 63.

*The Vested String Choir* (with Donald Morrison and A. L. Williams), New York, H. W. Gray, 1930. Pp. 34.

*Universal Song Book* (Co-editor with Walter Damrosch and George Garton), New York, Hinds, Hayden and Eldredge, 1930. Pp. 296.

*School Music* (Editor).

Music Teachers National Association, *Proceedings* Series 24 (1929), (Editor).

Many reviews in *School Music*.

K. F. GEISER:

Many reviews in *American Journal of International Law* and *The Nation*.

Several abstracts in *Social Science Abstracts*.

L. D. HARTSON:

"A Five Year Study of Objective Tests for Sectioning Courses in English Composition," in *The Journal of Applied Psychology*, XIV (1930), 202-210.

Reviews in *The Personnel Journal*.

HOPE HIBBARD:

"Some Cytological Observations on the Silk Gland of *Bombyx mori*," in *The Collecting Net*, V (1930), 1-2.

H. N. HOLMES:

*General Chemistry* (second edition), New York, Macmillan, 1930. Pp. x + 654.

"Adsorption of Fats from Volatile Solvents" (with C. J. B. Thor), in *Colloid Symposium Annual*, VII (1929), 213-222.

"Platinized Silica Gels as Catalysts for the Oxidation of Sulfur Dioxide" (with J. W. Ramsay and A. L. Elder), in *Industrial and Engineering Chemistry*, XXI (1929), 850-859.

"The Story of Aluminum," in *Journal of Chemical Education*, VII (1930), 232-244.

"Vanadium Catalysts for the Oxidation of Sulfur Dioxide" (with A. L. Elder), in *Industrial and Engineering Chemistry*, XXII (1930), 471-478.

Review of Edwards, Frary and Jeffries, *The Aluminum Industry*, in *Industrial and Engineering Chemistry*, XXII (1930), 809.

W. M. HORTON:

*Theism and the Modern Mood*, New York, Harper, 1930. Pp. xiii + 189.

"The Dualism of Facts and Values in Humanism," in *The Crozer Quarterly*, VII (1930), 267-274.

"The Meaning of Christian Theism," in *The Student World*, XXIII (1930), 256-265.

"What God Means to Me," in *Intercollegian*, XLVII (1930), 270-272.

Review of Houtin, *Mon Expérience*, in *Journal of Religion*, X (1930), 135-137.

C. E. HOWE:

"L Series Spectra of the Elements from Calcium to Zinc," in *Physical Review*, XXXV (1930), 717-725.



G. D. HUBBARD:

"Fossil Faunas of the Narrows Section, Virginia" (with A. A. L. Mathews), in Ohio Academy of Sciences, *Proceedings*, VIII (1930), 401-402.

Several reviews in *Journal of Geology* and *Revue de Géologie*.

J. A. HUMPHREYS:

"Techniques of College Personnel Work," in *College Personnel Procedures* (= Purdue University, *Engineering Publications*, XIV (1930), No. 1), pp. 11-13.

R. P. JAMESON:

"The Modern Language Club," in *Proceedings of The High School Conference*, XXVII (1930), 223-224.

"The Teaching of French Pronunciation—How Much Phonetics?" in *Proceedings of The High School Conference*, XXVII (1930), 224-226.

Review of H. J. B. Wanstall, *French Free Composition*, in *Modern Language Journal*, XIV (1929), 253-255.

OSCAR JASZI:

*The Dissolution of the Habsburg Monarchy*, Chicago, The University of Chicago Press, 1929. Pp. xxiv + 488.

"Alexander Bach," "Anarchism," and "Modern Atheistic Movements," in *The Encyclopedia of the Social Sciences*, II (1930), 376, 46-53, 294-296.

"Concerning Count Karolyi," in *The New Republic*, LXII (1930), 272.

"Some Recent Publications Concerning the Dissolution of the Habsburg Monarchy," in *Journal of Modern History*, II (1930), 96-110.

"Notes on the Psychology of Bolshevism" in *Századunk* (Hungarian), IV (1930), 1-7.

"Roads toward Peace," in *Umanitarismul* (Roumanian), II (1930).

Several reviews in *American Political Science Review*.

Review of Feiler, *Das Experiment des Bolschevismus*, in *Saturday Review of Literature* (1930).

LYNDS JONES:

"The Sequence of the Molt," *The Wilson Bulletin*, XLII (1930), 97-102.

B. W. LEWIS:

"Reasonable and Barely Nonconfiscatory Rates," in *Cornell Law Quarterly*, XV (1930), 573-586.

Review of B. S. Kirsh, *Trade Associations: The Legal Aspects*, in *Journal of Political Economy*, XXXVIII (1930), 238-240.

Review of H. B. Dorau, *Materials for the Study of Public Utility Economics*, in *Journal of Land and Public Utility Economics*, VI (1930), 329-330.

J. O. LOFBERG:

"Demosthenes and Bacon," in *Classical Philology*, XXV (1930), 282.

Review of F. G. Allinson, *Lucian, Satirist and Artist*, in *Classical Philology*, XXV (1930), 212-213.

Review of George Norlin, *Isocrates, with an English translation* (Loeb Classical Library), in *The Classical Journal*, XXV (1930), 709-712.

L. E. LORD:

Review of *Cambridge Ancient History*, Vol. VI, in *Classical Journal*, XXV (1929-30), 628-631.

A. P. LOTHROP:

Several abstracts in *Chemical Abstracts*.

S. F. MACLENNAN:

"A Functional View of Morality," in *Essays in Honor of John Dewey*, New York, Henry Holt & Company, 1929, 243-257.

J. C. MCCULLOUGH:

Review of Edwards, Frary and Jeffries, *The Aluminum Industry*, in *Journal of Chemical Education*, VII (1930), 1977-1978.

R. S. MCEWEN:

"The Early Development of *Haemichromis bimaculata*, with Special Reference to Factors Determining the Embryonic Axis," in *Journal of Morphology and Physiology*, XLIX (1930), 579-619.

A. A. L. MATHEWS:

*The Lower Triassic Cephalopod Fauna of the Fort Douglas Area, Utah*, Chicago, The University of Chicago Press, 1929. Pp. v + 68.

"Origin and Growth of the Great Salt Lake Oölites," in Geological Society of America, *Bulletin*, XLI (1930), 113.

"Fossil Faunas of the Narrows Section, Virginia" (with G. D. Hubbard), in Ohio Academy of Sciences, *Proceedings*, VIII (1930), 401-402.

DONALD MORRISON:

*The Vested String Choir* (with K. W. Gehrkins and A. L. Williams), New York, H. W. Gray, 1930. Pp. 34.

Several reviews in *School Music*.

J. H. NICHOLS:

"Intramural Baseball," in *National Collegiate Athletic Association Guide*, CXXX-R (1930), 66-67.

"College Entrance Credit in Physical Education," in Society of Directors of Physical Education in Colleges, *Proceedings*, XXXIII (1930), 10-14.

W. S. NIEDERHAUSER:

"Polarization in Standard Cells," in *Journal of the American Chemical Society*, LI (1929), 2327-2344.

"Hysteresis in Standard Cells," in *Journal of the American Chemical Society*, LI (1929), 2345-2351.

A. E. NILSSON:

Review of W. J. Reilly, *Marketing Investigations*, in *American Economic Review*, XX (1930), 117.

Review of V. D. Reed, *Planned Marketing*, in *American Economic Review*, XX (1930), 306.



P. S. PEIRCE:

Several abstracts in *Social Science Abstracts*.

C. G. ROGERS:

Review of H. B. Bigelow, *The Woods Hole Oceanographic Institution*, in *The Collecting Net*, V (1930), 91-92.

P. P. ROGERS:

Editor: Galdós' *Juan Martín el Empecinado*, Stanford University, Stanford University Press, 1929. Pp. xxxi + 216.

"Galdós Suggested a League of Nations," in *Hispania*, XII (1929), 465-467.

"The Peninsular War as a Source of Inspiration in the Spanish Drama of 1808-1814," in *Philological Quarterly*, VIII (1929), 264-269.

"A Spanish Version of the 'Mateo Falcone' Theme," in *Modern Language Notes*, XLV (1930), 402-403.

C. W. SAVAGE:

"The Football Frankenstein," in *North American Review*, CCXXVIII (1929), 649-652.

"The Ohio Report on Athletics," in *The Journal of Higher Education*, I (1930), 330-333.

N. L. SIMS:

"Religion and the Social Sciences," in *The World Tomorrow*, XIII (1930), 167-169.

Review of S. Eldridge, *The New Citizenship*, in *American Journal of Sociology*, XXXV (1929), 505-506.

Review of Oscar Jászi, *The Dissolution of the Habsburg Monarchy*, in *The Survey*, LXIII (1930), 439.

R. H. STETSON:

"Diphthong Formation—A Preliminary Study" (with F. L. Fuller), in *Archives Néerlandaises de Phonétique Expérimentale*, V (1930) 31-36.

"Functions of the Breathing Movements in the Mechanism of Speech" (with C. V. Hudgins), in *Archives Néerlandaises de Phonétique Expérimentale*, V (1930), 1-30.

"Analysis of Vowels" (with I. C. Young), in *Science*, LXXII (1930), 223.

CONY STURGIS:

Editor (with Juanita C. Robinson): Tamayo y Baus: *Una apuesta and Huyendo del perejil*, New York, Macmillan, 1930. Pp. viii + 103.

"Literary Spain, 1928," in *The Modern Language Journal*, XIV (1930) 375-385.

"A Suggestive Bibliography for Teachers of Spanish," in *Hispania*, XIII (1930), 34-54.

"The Use of 'La' as Feminine Dative," in *Hispania*, XIII (1930), 195-200.

Several reviews in *Books Abroad*.



NEVA F. M. SWANSON:

Reviews in *School Music*.

A. I. TAFT:

Editor: *The Apologye of Syr Thomas More*, London, Oxford University Press, 1930. Pp. lxxxvi+365.

L. W. TAYLOR:

"Motion Under Constant Power," in *Journal of Engineering Education*, New Series XX (1929), 199-201, also in *Ohio Journal of Science*, XXX (1930), 218-220.

"The Mystery of Cosmic Rays," in *North American Review*, CCXXIX (1930), 33-39.

W. T. UPTON:

Biographical sketches of J. H. Beck, Natalie C. Burlin, and F. R. Burton, in *Dictionary of American Biography*, II and III (1929), 114-115, 288-289, and 342-343.

W. E. UTTERBACK:

*Argumentation* (with J. A. Winans), New York, The Century Company, 1930. Pp. xii + 462.

"Debate as Public Discussion," in *The Platform World*, XL (1930), 54-55.

"Decisionless Debates Are Becoming Popular," in *The Gavel*, XII (1930), 21.

"The 'Extension' Audience," in *The Quarterly Journal of Speech*, XVI (1930), 194-200.

G. E. WALN, JR.:

"The Oberlin Women's College Band," in *The School Musician*, I (1930), 32.

Reviews in *School Music*.

E. H. WILKINS:

*A Tentative Chronological List of Petrarch's Prose Letters*, Chicago, The University of Chicago Press, 1929. Pp. iv + 24.

*Above Pompeii*, Chicago, The University of Chicago Press, 1930. Pp. x + 76.

"A New Executive Committee," in *The Journal of Higher Education*, I (1930), 37-38.

Review of A. Foresti, *Anecdotti della vita di Francesco Petrarca*, in *Modern Philology*, XXVIII (1930), 109-112.

A. L. WILLIAMS:

*The Vested String Choir* (with K. W. Gehrken and Donald Morrison), New York, H. W. Gray, 1930. Pp. 34.

Several reviews in *School Music*.

H. A. WOOSTER:

"What's Wrong with College Teaching in the Social Sciences," in *The Journal of Political Economy*, XXXVIII (1930), 302-316.

H. A. YOUTZ:

*Affirmations of Christian Belief*, New York, Macmillan, 1930. Pp. x + 114.

*The Report of the Committee on Bases of Promotion*

Of the reports presented to and adopted by the General Council and the General Faculty through the year, the one which is presumably of most general interest is that of the special Committee on Bases of Promotion, of which Professor W. D. Cairns was chairman.

Two problems were entrusted to this Committee for study: the discrimination of the points to be considered with reference to promotion; and the method of gaining the information necessary for estimating the qualifications of faculty members with reference to these several points.

The Committee's list of "Points to be Considered with Reference to Promotion" is as follows:

I. Mastery of subject matter

1. Mastery of the immediate material and technique of one's subject.
2. Mastery of the background of one's subject, i.e., the larger field from which the material of the course is chosen.
3. Ability in the choice of material.
4. Ability to correlate the subject with other subjects.

II. Teaching skill

1. Clearness of explanation.
2. Careful planning of the course and of the lecture or recitation hour.
3. Ability to express one's self correctly and effectively before a class.
4. Recognition of the individual capabilities and needs of the pupils and the ability to adapt one's classroom methods to these needs.
5. Ability to give students a sense of the purpose and significance of the course.
6. Ability to call forth the active coöperation of the students.
7. Ability to arouse scholarly enthusiasm in the students.
8. The habit of using methods which lead the student to independent work instead of making large use of drill methods.
9. The habit of making assignments that are definite and uniformly distributed throughout the course.
10. Instruction of the pupils in methods of study.

11. The habit of criticizing or of supervising closely the criticism of the students' written assignments.
12. Skill in eliciting and directing discussion, in courses in which discussion is in order.
13. Skill in individual instruction and in teaching the students to make the time count, in courses where individual teaching is used, such as studio or laboratory courses.
14. Examining and grading with uniformity and fairness.
15. Efficient management of classroom routine.

### III. Personal qualities

1. Actual interest and enthusiasm in the subject and in teaching.
2. General culture and breadth of interest.
3. Sympathy, insight and tact in dealing with students.
4. Open-mindedness.
5. Sense of proportion, including a sense of humor.
6. Self-reliance and confidence in manner.
7. Attractiveness of personality and freedom from personal peculiarities that detract from effectiveness.
8. Reasonable accessibility to students.

### IV. Professional development

1. Acquaintance with the literature of the subject, past and current.
2. The habit of being observant and critical of one's own methods, maintaining a freshness of presentation even in courses given year after year.
3. The habit of vitalizing even elementary courses by keeping them up to date.
4. Systematic research, text-book writing, other scholarly writing.
5. Keeping abreast of the more important trends in teaching.
6. Attendance at meetings of societies in one's own field; active participation in national organizations.

### V. College coöperation

1. Interest and coöperation in the department and the college.
2. Interest and coöperation in college faculty, committees and campus life.
3. Interest and coöperation in the larger problems of the college.

### VI. Length of service

This refers to years of teaching, with due regard to the length of one's services in various colleges, and the length of time spent here in the various ranks, particularly in the rank held at the time one is being considered for promotion.



## VII. Training, recognition

1. Graduate training and degrees.
2. Character of work done by one's major students since their graduation.
3. Outside recognition (temporary teaching positions, summer schools, etc.).
4. Significant invitations to give lectures.
5. Calls to other positions.

The Committee further lists four methods of gaining authentic information about success in teaching, as follows:

- (1) Judgment of colleagues in the same or related departments.
- (2) Information gained from present or former students.
- (3) Direct testing, through examinations, of the results of the teacher's work in individual classes.
- (4) Evidence of teachers and officers in graduate and professional schools, and of scholars in the same or related fields.

With reference to the first of these four points the Committee says in part:

The judgment of colleagues in the department and in related departments is of special value in relation to the preparation of students who come into their classes from those of the teacher under consideration and may be of some value in regard to his ability to gain the interest of students in his subject. One's many contacts with those colleagues form a nearer approach to actual classroom acquaintance with him than any other except that of his own students. A teacher's qualities, both strong and weak, are more apt to be learned here than in any other way, except through student or graduate sources.

In this connection the practice of frequent visitation of classes is recommended.

With reference to the second of the four points, the Committee says in part:

The value of student judgment of a teacher's work is a moot point. The feeling is rather common that such judgment is not reliable and that any effort to obtain it systematically is dangerous. It is true, as a popular writer recently said, that the students are the only ones who know all the facts about what goes on in any teacher's classroom. The immaturity and inexperience of students lead one to question whether their observation of classroom teaching necessarily implies a full comprehension of its worth; yet it is true that as a practical matter decisions concerning the advancement of a teacher usually

rest heavily upon the students' satisfaction or dissatisfaction, real or supposed, with the teacher's work. Under the present practice the evidence in regard to their attitude is obtained in the most haphazard fashion. It would seem to our committee, as it has seemed in similar discussions in some other institutions, that if such partial and indiscriminating testimony is worth anything like the value now attached to it, a wider range of testimony, collected with due caution and with an eye solely to obtaining an accurate, just picture of the real facts, would be of greater value. Such testimony would be peculiarly valid with reference to selected questions such as the teacher's power to enlist the interest and coöperation of his students in the work, his ability to present the material to them so clearly as to facilitate their acquisition of it, and his success in inducing them to exert themselves to acquire it, up to the limit of their ability.

It may be wise therefore to consider the adoption of a plan by which, with the knowledge and consent of all concerned, such evidence would be more frequently gathered systematically. This committee's recommendation is that if the plan is to be employed at all, the details be entrusted to the Committee on Appointments, whose duty it would be to administer this and the other plans. It may be said here, by way of detail, that a definite list of those to be consulted should doubtless be agreed upon by the Committee and the teacher, also that some experience of the College Committee on Appointments already gained seems to point to personal conferences as affording the most satisfactory and reliable use of this as a method. The gathering of opinions would be done by a representative or representatives of the Committee on Appointments rather than by a rating sheet or by letter and would crystallize into a written report which would be made up by the investigator from notes taken in the conference, and submitted to the Committee on Appointments. The whole proceeding would be on a confidential basis, and would be carried through as speedily as possible, to prevent any possible collusion among the students and the spreading of word that any investigation is in progress. The Committee might well secure opinions not on a single teacher but on all the teachers comparatively of a department in which any information is needed.

With reference to the third of the four points the Committee suggests the filing of copies of all final examinations given; the filing of all final papers written by students; and the possibility of the preparation of portions of the final examination papers by teachers in other institutions.



With reference to the fourth point, the Committee says:

The evidence of teachers in graduate and professional schools to which the teacher's students have gone would assist in determining the thoroughness of preparation in his work. It has not been the practice here to make the necessary effort to collect such information in a systematic way. The Committees on Appointments will bear witness that the little which has come in incidentally has regularly been rated very highly. It is here proposed that this means be used more systematically by the Committees on Appointments.

The Committee concludes that:

After all the information with reference to an individual is in hand, the final estimate of his worth must rest, essentially as now, with a committee of the Council chosen on the basis of our belief in their good judgment and their fairness: it must be a conclusion embodying their reaction to all the evidence.

### *The Report of the Joint Committee on the Honor System*

In the Spring of 1929 much dissatisfaction was expressed with the working of the Honor System; and it was decided that a thorough study of the whole matter should be undertaken in 1929-30.

The Committee appointed for this purpose was a joint faculty-student committee, of which the President served as Chairman. The Committee reviewed the history of the Honor System in Oberlin; sought through correspondence, and through visits by Oberlin men, to gain a real understanding of the operation of Honor and Proctor Systems in other colleges; secured expressions of opinion regarding the problems from members of the Oberlin faculty and student body; and examined such general printed material bearing on the problem as could be found.

The extensive correspondence with other colleges was carried on chiefly by Professor MacEachron. He and L. W. Laird, '31, visited Princeton, the University of Pennsylvania, and Lehigh; he and H. D. Koontz, '30, visited Wooster; and Professor Jelliffe and Mr. Koontz visited Harvard, Yale, and Williams, to study in detail the operation of the Honor or Proctor Systems of these institutions.

The Committee came finally to the conclusion that the Honor System should be retained in Oberlin, but that it should be modified in important respects, particularly in a change of emphasis from the judicial to other functions.



The section of the Report which sets forth in general this change of emphasis is as follows:

Our present system, like many other Honor Systems, has been primarily, indeed almost exclusively, judicial, both in theory and in practice. This we believe to be quite wrong.

In the first place, we believe that the primary task of those to whose immediate direction the Honor System is committed should be educational: that is, that they should use every effort—and many specific efforts are possible—to give to the student body, and in particular to each year's entering freshmen, both a willingness and a desire to participate in and to maintain an honor spirit, and a complete understanding of the principles and operation of the Honor System.

In the second place, we believe that a very important phase of the work is the prevention of conditions of any sort which are conducive to cheating. Such conditions are, for instance, misunderstanding between an instructor and his students as to what constitutes cheating in a certain type of work; or crowded seating in examination rooms.

In the third place, we take the position that, broadly speaking, the problem created by an instance of cheating is not primarily a problem of punishment, but is rather a remedial problem. The student who has cheated has a wrong slant and a bad start: the main thing to do is to complete the educational process in his particular case. This is of course particularly true in the case of a first offense.

The necessity for the exercise of the judicial function of course remains; but we believe that the exercise of that function against the background of educational, preventive, and remedial purpose will lead to improvement in the judicial function itself.

The preparation of the report took the entire college year, and it seemed best at the end of the year to defer until Autumn its presentation to the student body and to the faculty.\*

No praise could be too high for the part which Professor MacEachron bore in this study. He gave himself to it unreservedly in time and strength. It is no mere coincidence that this last great special effort of his life was spent for the maintenance and development of the Honor Spirit.

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\*The report was so presented in October, 1930. It was approved by the student body on October 11 and by the General Faculty on October 14.

## VII. SUPPLEMENTARY INSTRUCTION

While the instruction given by Oberlin College is of course mainly given by the faculty, that central and regular instruction is supplemented and re-enforced by the bringing to Oberlin of a large number of speakers and musicians from elsewhere, and by the maintenance of illustrative exhibitions. The significance of this supplementary instruction in the life of Oberlin is so great that I desire to emphasize it in this Report—though probably not again—by a roughly classified listing of the main public lectures, recitals, and exhibitions of the year under review. The opportunities here listed have been open to all students, and students in large numbers have taken advantage of them.

*Physics, Astronomy and Mathematics*

## Lectures:

Dr. Charles Singer, of the University of London, on "Aristotle as a Man of Science" and "The Dawn of Modern Science"; Professor D. C. Miller, of the Case School of Applied Science, on "Ether Drift and the Theory of Relativity" and "The Science of Musical Sound"; Professor W. H. Rodebush, of the University of Illinois, on "Atomic Structure"; Dr. C. E. St. John, of the Mount Wilson Observatory, on "From the Sun to Beyond the Stars"; Professor G. A. Bliss, of the University of Chicago, on "The Mathematics of the New Quantum Theories."

*Geology, Geography and Travel*

## Lectures:

Professor A. S. Romer, of the University of Chicago, on "Fossil Hunting in South Africa"; Professor Griffith Taylor, of the University of Chicago, on "The Geography of Australia" and "The Scientific Significance of Antarctic Exploration"; Mr. Burton Holmes on "Siam—The Land of Chang"; Professor E. Allison Peers, of the University of Liverpool, on "Spain, Its Cities and Peoples."

## Exhibition:

An exhibition illustrating the art of map-making from 1600 to 1800.

*The Biological Sciences and Hygiene*

## Lectures:

Mr. S. Prentiss Baldwin, of the Baldwin Bird Research Laboratory, on "Methods and Results of the Study of the Nest Life of House Wrens"; Professor R. V. Bangham, of the College of Wooster, on "Some Results of the Coöperative Biolog-



ical Investigation of Lake Erie"; Dr. William Beebe on "Beneath Tropic Seas"; Professor Caswell Grave, of Washington University, on "Structural Mechanisms of Ascidian Larvae" and "Acceleration of Processes Underlying Metamorphosis of Ascidian Larvae by Light and Mechanical Stimuli"; Dr. J. A. Kerr, of the Rockefeller Foundation, on "Present Day Aspects of Yellow Fever in Brazil"; Miss Wilhelmine Kuenzel, of Western Reserve University, on "Stomach Behavior"; Professor T. Wingate Todd, of Western Reserve University, on "Comparative Youth"; Dr. T. H. Ames, of New York City, on "Sex."

*The Social Sciences, Education, History and Current Events*

Lectures:

Mrs. Margaret Sanger on "The Need of Birth Control in America"; President A. E. Morgan, of Antioch College, on "The Quest of Validity"; Professor C. E. Merriam, of the University of Chicago, on "Recent Trends in Municipal Government"; Professor R. S. Conway, of the University of Manchester, on "Ancient Empires and the Modern World"; Professor W. E. Dodd, of the University of Chicago, on "Woodrow Wilson"; Professor C. T. Seltman, of Cambridge University, on "History in Greek Coins"; Dr. A. H. Clark, of the American Board of Commissioners for Foreign Missions, on "India"; Count Michael Karolyi, Ex-President of the Hungarian Republic, on "Problems of Modern Europe"; Professor K. S. Latourette, of Yale University, on "The American Educator in China"; Rev. F. W. Norwood, of London, on "World Peace in our Time"; Mr. S. K. Ratcliffe, of London, on "The MacDonald Government and its Tasks"; Dr. Joseph Redlich, of the University of Vienna, on "Austria"; Dr. F. Schoenmann, of the University of Berlin, on "The Youth Movement in Germany."

Conferences:

The two Causey Conferences, which are discussed in Section XI of this Report.

Commencement Address:

Professor E. M. Borchard, of Yale University, on "International Relations and the American Citizen."

Chapel Talks:

Rev. R. P. Barnes, of New York; Professor T. N. Carver, of Harvard University; Dr. S. P. Duggan, of the Institute of International Education; Dr. J. B. Nash, of New York University; Rev. F. W. Norwood, of London; Mr. Norman Thomas, Director of the League for Industrial Democracy; Mrs. Harry Wembridge, of the Juvenile Court of Cleveland; President W. E. Wickenden, of the Case School of Applied Science.



*Literature and Bibliography*

## Lectures:

Mr. Joseph Wood Krutch on "The Tragic Fallacy"; Professor Henri Chamard, of the University of Paris, on "le Lyrisme de Victor Hugo"; Professor W. A. Nitze, of the University of Chicago, on "Molière"; Professor Henri de Ziegler, of the University of Geneva, on "Voltaire en Suisse"; Professor F. B. Averardi, of the University of Florence, on "Contemporary Literature in Italy"; Mr. L. F. Camino, of Cornell University, on "The Mystic Poetry of Spain"; Professor R. S. Conway, of the University of Manchester, on "Vergil as a Student of Homer"; Professor H. McN. Poteat, of Wake Forest College, on "A Ciceronian Rogues' Gallery."

## Recital:

Edith Wynne Matthison, Shakespearean Recital.

## Exhibition:

Illuminated Manuscripts and Printed Books from the XIIth to the XXth centuries.

*Fine Arts*

## Lectures:

Professor C. B. Martin, of Cleveland, on "Benvenuto Cellini"; Professor C. R. Morey, of Princeton University, on "Gothic Style"; Professor E. Allison Peers, of the University of Liverpool, on "Spanish Art"; Professor P. J. Sachs, of Harvard University, on "Aspects of Art in France in the Nineteenth Century."

## Exhibitions:

Many exhibitions, listed in detail in the Report of the Director of the Art Museum.

*Music*

The main group of musical events for the year was of course the series of Artist Recitals, which brought to Oberlin the following distinguished artists:

The Cleveland Orchestra, Mr. Nikolai Sokoloff, Conductor; Mr. Gregor Piatigorsky, Cellist; The Detroit Orchestra, Mr. Ossip Gabrilowitsch, Conductor; The Smallman A Cappella Choir; Mr. Joseph Lhevinne, Pianist; the London String Quartet; Miss Elisabeth Rethberg, Soprano; the Barrère Little Symphony; Mr. Lynwood Farnum, Organist; Mr. Vladmir Horowitz, Pianist; Mr. Mischa Elman, Violinist.

## Lecture-recitals:

Miss Marian Rous, of New York, in "Dance and Song from Scarlatti to Stravinsky"; Professor and Mrs. Ferdinand Sche-

vill, of Chicago, in "Folk Songs of the Hebrides" and "Folk Songs of Many Countries."

Lectures:

Mr. Ernest Fowles, of London, on "Bach and his Contribution," "Musical Judgment with Reference to the Selection of Music for Teaching" and "Modern Music: Its Idioms and its Issue"; Professor J. L. Mursell, of Lawrence College, on "Principles of Learning and Teaching Musical Rhythm" and "The Art of Guiding Musical Learning."

*Philosophy and Religion*

Lectures:

Dr. J. C. Chatterji, of India, on "Hindu Philosophy and Modern Religious Problems"; Dr. A. H. Clark, of the American Board of Commissioners for Foreign Missions, on "India's Interpretation of Christianity," "Types of Religious Contact between Christians and non-Christians in India" and "The Devolution of Christian Missions in India"; Dr. A. Herbert Gray, of London, on "The Relations of Men and Women" and "The Christian Adventurer"; Professor J. A. Montgomery, of the University of Pennsylvania, on "The Bible and Arabia," "The Hebrews and Their Cousins, the Arabs," "Ancient Extra-Biblical References to Arabia," "The Civilization of Ancient Arabia" and "South Arabia and its Civilization" and "Arabian Influences on Israel and the Bible"; Rev. M. C. Parekh, of Rijkot, India, on "Modern Religious Movements in India," "Great Modern Indians" and "The Future of Christianity in India"; Professor H. P. Van Dusen, of the Union Theological Seminary, on "Whither Religion?", "The Intellectual Basis of Religious Belief" and "Shall Our Religion Grow Up?"

Commencement Sermon:

Dr. H. C. Phillips, of Cleveland, on "Christ's Symbol of Truth."

Commencement Address:

Dr. F. J. Day, of Moline, Illinois, on "Creating a World Conscience."

Chapel Talks:

Dr. D. F. Bradley, of Cleveland; Dr. W. C. Fairfield, of Shansi; Dr. A. Herbert Gray, of London; Dr. J. B. Hayden, of Cleveland; Rev. H. B. Hudnut, of Cleveland; Professor K. S. Latourette, of Yale University; Rev. P. G. Macy, of Toledo; Rev. Victor Obenhaus, of Cleveland; President E. D. Soper, of Ohio Wesleyan University; Professor H. P. Van Dusen, of Union Theological Seminary; President C. F. Wishart, of the College of Wooster.



Physical Education

Lectures:

Dr. J. B. Nash, of New York University, on "Education for Leisure"; Dr. F. R. Rogers, of the New York State Department of Education, on "The Amateur Spirit."

It may be noted that among the speakers listed above are men from Austria, England, France, Germany, Hungary, India, Italy, Spain, and Switzerland; and that among these men are representatives of the Universities of Berlin, Cambridge, Florence, Geneva, Liverpool, London, Manchester, Paris, and Vienna.

The foregoing list includes only *public* occasions. In several other cases visitors from outside of Oberlin spoke before certain clubs or classes or other groups. This was notably true in the Course on Vocational Information, in which the following visitors spoke: Mr. Mark O. Ward, '10, of the B. F. Goodrich Company; Mr. E. H. Gustafson, of the Ohio Bell Telephone Company; Mr. R. W. Valentine, of Halsey Stuart & Company; Miss Lena E. Ebling, of the Sherwin-Williams Company; and Professor W. I. Newstetter, of Western Reserve University.

The foregoing list, again, includes only lectures and recitals given by visitors from outside of Oberlin. To this should be added, in order to get a picture of the complete activity of this sort carried on in Oberlin through the year, the many public lectures, recitals, chapel talks, and chapel musical programs given by members of our own faculty, the chapel talks by Oberlin pastors, and the many notable student appearances in recitals, concerts, chapel musical programs, plays, and debates.

A complete list of the lectures, etc., for the calendar year 1929 appears on pp. 199-203 of the Annual Catalogue for the college year 1929-30; and a similar list for the calendar year 1930 will appear in the Annual Catalogue for the college year 1930-31.

VIII. THE STUDENTS  
Enrolment

The student enrolment for the year, exclusive of the Summer Session, was as follows:

	Men	Women	Total
The College of Arts and Sciences .....	590	635	1225
The Graduate School of Theology .....	57	4	61
The Conservatory of Music .....	57	333	390
Totals . . . . .	704	972	1676



Analysis of this enrolment, with further details, will be found below in the Report of the Secretary.

*Statement of General Policy*

Oberlin College is a college for students.

This simple statement means two things. It means, in the first place, that Oberlin desires the application and the enrolment of young men and women who are in fact entitled to be called students, and that it does not desire the application or the enrolment of any who lack title to or taste for that name. The primacy of that interest once established, Oberlin is glad to recognize and to provide as completely as possible for the many other interests which enter rightly into the making of a well-rounded undergraduate life.

In the second place, given a student body consisting of students, Oberlin College exists *for* those students. It exists to make it possible for them to grow through learning and through development in the other appropriate life values. To be sure, the College exists not for their immediate sakes, not as responding necessarily to their immediate desires: the College exists for them as being future members and potential leaders of that society which supports the College, seeking its return in enlightened manhood and womanhood. But because the College exists, in this sense, for its students, it seeks, more and more completely, to work out the implications of this dative relation.

These implications involve, first of all, the necessity of maintaining and equipping an instructional staff of the highest excellence, and the necessity of providing all students with proper conditions of life and work.

But these implications cannot be worked out, at Oberlin or elsewhere, with anything like completeness until it is generally recognized that the needs to be met and the benefits to be conferred require not merely cognizance of the student body as a mass, not merely the adequate teaching of college classes, but the discrimination of mass and class into individuals, for whom individual consideration and guidance are requisite.

No two students are physically or psychologically identical; no two come from an identical background of intellectual and other experience; no two have identical intentions and prospects. The college program, curricular and extra-curricular, must be

prepared, in the first instance, to meet the case of the typical student; but it must be so flexible and so supplemented, in administrative practice, as to meet the needs — the real needs, which are not always those immediately perceived — of the individual student.

An ideal college training would involve leisurely and repeated individual conferences with regard to the choice of courses; unhurried individual conferences with regard to health and physical development, repeated as often as might be necessary; and similar, though perhaps less complete and less systematic, guidance in social and other extra-curricular matters.

The trend is in this direction; but we have far to go, in Oberlin and elsewhere, before the goal is reached.

### *Study*

The main student achievement of any given year, far outclassing all others combined in point of time expended and in point of significance, is of course achievement in learning. The learning process is continuous—most active in the preparation of assigned work, whether regular or special, and in the give and take of the classroom or the laboratory, but conscious or subconscious through well nigh all the waking hours.

The forms and records of this achievement vary so little from year to year that they do not lend themselves to treatment in an annual report; but this achievement, and the teaching which calls it forth, are the centrally important phenomena of every year.

### *American Chemical Society Prize*

The American Chemical Society holds annually a "College and University Freshman Prize Essay Contest," in which several topics are announced, and, for each topic, the freshman writing the best essay receives a prize of \$500. Mr. E. E. Sensel, of the Oberlin Freshman Class, received the prize given for the best essay upon the topic "Is the Use of Gas in Warfare Justifiable?" His essay was published in the *Journal of Chemical Education*, VII (1930), 1568-1573.

### *Student Organizations*

The Student Chest, under the able direction of Francis Oakley, went over the top for the first time in years. The budget



for the year was \$6,000, of which \$3,000 was to be used for Shansi, \$150 for the Student Council, \$990 for the Y. W. C. A., \$350 for the Y. M. C. A., and the balance as a General Fund. The amount received exceeded the quota, and the surplus was used to establish a Contingency Fund.

The Men's Glee Club, directed as for so many years by Mr. Wirkler, celebrated its fiftieth anniversary with a series of successful concerts in Oberlin and elsewhere. On the exact anniversary of its first concert, November 13, the Glee Club sang in Chapel, including in its program one number, "The Jolly Musicians," by Küchen, which was sung at the concert fifty years ago.

Several new organizations came into existence during the year. The coming of Mr. Christiansen to the Conservatory of Music led to the formation of an A Cappella Choir which by Christmas time had been brought to the point of performance in Oberlin. During the rest of the year the choir sang in public several times, in Chapel and elsewhere. It has proved a most welcome addition, for listeners, to the musical resources of Oberlin, and a most valuable and pleasant instrument of musical training for those who are fortunate enough to win places in its membership.

Another new musical organization is the Women's Band, directed by Mr. Waln, of the Conservatory of Music.

The interest aroused among students by the November Causey Conference led to the formation of two quite informal discussion groups of men, concerned with economic and political problems of the present time. After the second Causey Conference there was formed a Liberal Club for both men and women, which was in part an outgrowth of one of the earlier discussion groups.

A group of men, both students and faculty members, who have been particularly appreciative of the opportunity for recreation afforded by the men's grounds at Chance Creek, formed an Oberlin Outing Club for the development of general outdoor recreational interests and for the common enjoyment and the gradual improvement of the Chance Creek property.

There are in Oberlin in any given year some fifty students studying for the M.A. degree. About half of these students come from other colleges and are without Oberlin contacts when they come. Their need for some sort of social contact and



organization and for sharing and exchanging common interests connected with their work led this year to the formation of a Graduate Students' Club.

### *Death*

Tragedy came to the student body in the death of Victor Ochiltree Brown, a junior in the Conservatory of Music, on January 20. He was a student of fine talent, majoring both in piano and in organ. The most distinctive feature of his musical life was his passion for collecting music and books on music. He was well liked by his companions and much esteemed by his teachers.

## IX. THE ALUMNI

The number of alumni returning on various occasions through the year has been large and gratifying. Reference is made below to certain phases of alumni participation in the Commencement festivities. Aside from Commencement, the occasion which brought back the largest number was Homecoming Day, November 16, when several hundred revisited Oberlin.

A notable innovation in alumni gatherings occurred in Cleveland on October 25, in connection with the annual meeting of the North Eastern Ohio Teachers Association. Among the teachers attending that meeting were between two hundred and three hundred Oberlin alumni. A luncheon was arranged for this group with some thirty members of the Oberlin faculty and several high school principals as guests. The President spoke briefly, telling of the aims and policies of the College and especially of the new plan for meeting the requirements for the training of teachers as laid down by the State Department of Education. Music was furnished by Conservatory faculty members and students. The occasion proved to be so pleasant that those assembled voted to hold a similar gathering in connection with the next annual meeting of the N. E. O. T. A.

The Secretary of the Alumni Association, Mr. Olmstead, made special efforts in the autumn to greet and become acquainted with the children of alumni. During the year he took over a thousand feet of moving picture films of activities on the campus. These films have been shown before groups in Oberlin and before many high school students and alumni elsewhere.

The Secretary notified the alumni, through the *Alumni Magazine* and through chapter officers, of the broadcasts of Oberlin music, to which reference is made below. A very large number of alumni listened in and enjoyed the programs, according to letters received. Enthusiastic messages came not only from all parts of the United States but from Hawaii and Porto Rico as well.

At the June meeting of the Alumni Association, Mr. Louis Hart and the other elective officers of the Association having served faithfully and well for their appointed term of three years, new officers were elected as follows:

President—Frank C. VanCleaf, '04  
Vice-President—Theodore H. Harvey, '10  
Recording Secretary—Mabel J. Baker, '12  
Treasurer—J. Clement Boyers, '07  
Additional members of the Executive Committee—  
Mrs. Irene Merrick Stimson, '09  
R. T. Miller, Jr., '91

The Alumni Association at its June meeting sent an inquiry to the Trustees as to whether the Trustees would join with the Association, through a joint committee, in studying the question of the provision of an alumni house in Oberlin. An affirmative answer was given and the Committee duly appointed, as has been noted above.

Oberlin College receives each year a number of invitations from other colleges to be represented officially at inaugurations, dedications, conferences and other educational occasions. During the past year alumni have in several cases served as official delegates of the College at these functions, as follows:

Professor Carl S. Patton, '88, at the semi-centennial celebration of the University of Southern California, Los Angeles.

Mr. E. V. Grabill, '96, at the fiftieth anniversary of Emerson College of Oratory, Boston.

Professor Louis E. Lord, '97, at the centennial celebration of the founding of Illinois College, Jacksonville, Illinois.

Professor Paul P. Boyd, '98, at the inauguration of President Clarence M. Dannelly of Kentucky Wesleyan College, Winchester, Kentucky.

Mr. L. D. Gibbs, '98, at the inauguration of President K. T. Compton of Massachusetts Institute of Technology, Cambridge, Massachusetts.



Dr. W. F. Bohn, '00, at the inauguration of President Robert M. Hutchins of the University of Chicago, and at the inauguration of President William E. Wickenden of Case School of Applied Science, Cleveland.

Dr. Ernest B. Allen, t'03, at the inauguration of President A. W. Palmer of Chicago Theological Seminary.

Mr. B. F. McMahon, '05, at the dedication of the Library at Lehigh University, Bethlehem, Pennsylvania.

Miss A. Beatrice Doerschuk, '06, at the inauguration of President Katharine Blunt of Connecticut College, New London, Connecticut.

Professor Frederic B. Stiven, Cons. '07, at the dedication of the Library Building of the University of Illinois, Urbana, Illinois.

Dr. Hubert C. Herring, '11, at the dedication of the Jane A. Areson Residence Hall at Illinois Women's College, Jacksonville, Illinois.

Mr. James C. Bay, '12, at the dedication of The John Markle Mining Engineering Hall and the Conference on the Relation of Mining Education to Industry, at Lafayette College, Easton, Pennsylvania.

Professor E. Paul Rothrock, '12, at the inauguration of President H. G. James of the University of South Dakota, Vermillion, South Dakota.

Dean Edward F. Bosworth, '16, at the dedication of the Douglas Memorial Dormitory for Men at the College of Wooster, Wooster, Ohio.

Professor J. Fitch King, '17, at the dedication of the Moore Laboratory of Chemistry, Amherst College, Amherst, Massachusetts.

The death of Mrs. Julia Monroe on February 8, at the age of ninety-two years, removed from Oberlin a familiar and honored figure, and severed one of the human ties which most closely linked us to the past. She was the only surviving member of the family of President Finney, and was the widow of Professor James A. Monroe. She entered the Preparatory Department in 1849 and was later enrolled for a year in the literary course in the College. She was valued in Oberlin not only for what she symbolized but for what she was, even in the physical frailness of her last years—a distinguished and gallant embodiment of a fine culture.

The living alumni of earliest graduation are Dr. George Whitefield Andrews, of Oberlin, and Mrs. Sarah Elizabeth Hoyt Penfield, of New York, both members of the college class of 1858.



Dr. Andrews, who reached the age of 97 on February 4, 1930, is also the oldest living graduate in point of years. Next to him comes the Reverend Elihu Cooley Barnard of Washington, D. C., of the class of 1860, who reached the age of 95 on August 8, 1930.

#### X. PLANT DEVELOPMENT

Mr. Gilbert's final plans for the new buildings of the Graduate School of Theology were approved early in July.

The erection of this group of buildings involved the tearing down of Council Hall. That building, though long since outworn, had rendered such notable service since its erection in 1871-74 and had been the scene of the teaching-ministry of so many noble and devoted men that we could not let it pass without some demonstration of gratitude. A brief and simple service of recollection was therefore held in the Chapel of Council Hall on July 10 — Dean Graham presiding, and Dr. Bohn, Professor Craig, Professor Fiske, and the President taking part.

Excavation for the new dormitory building and the tearing down of Council Hall to make way for the new chapel and classroom-office building began on July 18.

The shops of the Department of Buildings and Grounds which had stood on part of the site of the new dormitory building were moved to a point near the corner of East College street and Willard Court; and other property of the College owned in that vicinity was taken over for the use of this Department.

Late in the summer the decision was reached to employ Walker and Weeks, of Cleveland, as architects for the Women's Swimming Pool — a special arrangement which does not modify the standing employment of Mr. Cass Gilbert as general architect for the College. The making of plans for the Swimming Pool was actively under way at the end of August.

The building known as East Lodge, which had been idle for some years, was reconditioned in the autumn for the use of the Department of Geology and Geography, and is now known as the Geography Building.

Two houses recently purchased by the College were operated this year as residences for men. The property at 192 North Professor Street, known as The Manor, provided housing for 17 men, chiefly juniors and seniors. Professor P. T. Fenn, Jr.,

lived in the house as a member of the group. The property at 180 West College Street, known as the Barr House, provided housing for 13 men. Mrs. Ruth W. Barr served as matron of this house. In both instances the use of the house as a residence for men is regarded as distinctly successful.

Several pieces of property in Oberlin came into the possession of the College, by purchase or otherwise, in the course of the year, or were secured for eventual purchase: the Second Church property (hitherto leased), the large house at 210 North Professor Street known as the Vatican, the Monroe property on College place, the Webster property on West Lorain Street, the Pfaff property at 130 North Main Street, the Klinefelter property at 151 North Professor Street, known as Delta Lodge, and the Evans-Grills block on North Main Street.

The College also enlarged its holdings at Chance Creek by the addition of the Zilch property, consisting of nine acres, adjacent to its present property.

The College and the Village of Oberlin have suffered for many years from the lack of an adequate drainage system. Through joint action of the College and the Village, drainage engineers were employed some time ago to draw up plans for a complete modern drainage system. Plans were approved, financial arrangements made, and contracts let in the spring. The installation of the new system began in July. The total cost of the new system will be about \$90,000, of which sum about \$35,000 will fall to the share of the College.

## XI. SPECIAL MATTERS

### *High School Day*

On the initiative of Mr. W. H. Seaman, Director of Admissions, Saturday, October 26, was designated as High School Day. Competitive examinations were held in the morning, one in each of ten high school subjects. Competition was open to high school seniors, the boy and the girl receiving the highest grade in each examination being entitled to scholarships for the freshman year in Oberlin College. The examination was taken by 408 competitors, who came from seven different states. The competitors and their parents and teachers were guests of the College at luncheon. A general invitation to Ohio high school



juniors and seniors to visit Oberlin on the same day was accepted by some one thousand boys and girls, parents and teachers, so that in all Oberlin was host to about 1400 persons. The program included tours of the campus, the football game, an informal reception in the Men's Building, a short evening entertainment, and a dance. Perfect weather contributed to the success of the day.

### *The Causey Conferences*

The plan of the Causey Conferences, as described in the previous report, was followed again most happily and successfully this year. The first of the two conferences was held on November 21 and 22. The general theme was "Peace or War: Recent History and Present Problems," and the four speakers were Dr. Stephen P. Duggan, Director of the Institute of International Education, Professor Carl R. Fish, of the University of Wisconsin, Dr. R. L. Buell, Research Director of the Foreign Policy Association, and Professor Parker T. Moon, of Columbia University.

The second of the two conferences was held on May 1 and 2. The general theme was "The Future of Political Parties," and the four speakers were Professor T. N. Carver, of Harvard University, Professor James W. Garner, of the University of Illinois, Norman Thomas, Executive Director of the League for Industrial Democracy, and Professor John Dewey, of Columbia University.

The interest of the students was manifested by their active participation in all the discussions and informal talks of the conferences, and by the informal discussion groups, mentioned elsewhere in this Report, which were subsequently formed.

### *Disarmament and Unemployment*

In accordance with our general policy of keeping in touch with events and situations of special national or international significance, the College took cognizance of the Naval Disarmament Conference in London and of the unemployment situation. In connection with the sending of a cablegram to the London Conference, on the initiative of Raymond B. Fosdick and others, urging upon the American conferees the strong desire of the people of this country for the adoption of an effective plan of reduction, a special mass meeting was held on February 26 to



give opportunity to those students and faculty members who desired to do so to become in effect signers of the cablegram. This meeting was attended by about 1,200 members of the College community — and while the individual signatures were written in the air of Finney Chapel, the sensation of tense unity of desire thus manifested will not soon be forgotten by those who were present.

Much interest was evinced in the spring by an active group of students in the nationally serious unemployment situation; and as a means of encouraging and meeting this interest Professor Wooster, with the help of some of his advanced students, made an intensive study of unemployment in Cleveland and other Ohio cities, and presented the first and general results of this study to an audience meeting in the Men's Building on Sunday, March 16.

### *Radio Broadcasts*

Under the direction of Professor Donald Morrison, of the Conservatory, two radio programs were broadcast over Station WTAM, Cleveland, during the year. Professor David Moyer, soloist, and 150 students, representing the College Band, the Men's Glee Club, the A Cappella Choir, and the Oberlin-Lakeside Vested String Choir, appeared in the first program on January 18.

On Easter Sunday a program of sacred music appropriate to the season was presented, the First Church, the Methodist Church, and the A Cappella choirs, and the Oberlin-Lakeside Vested String Choir participating. Professor Andrews and Professor Breckenridge were at the organ. Professor Bruce Benjamin, Professor Florence Jenny Hall, and Mr. Eugene Morgan, a Junior in the Conservatory, appeared as soloists.

### *Commencement*

Commencement fell on Tuesday, June 17, with the usual various appointments and exercises on the preceding days.

On the Friday and Saturday evenings of the preceding week the Dramatic Association presented "A Midsummer Night's Dream" on the Metcalf Grounds.

On Sunday, June 15, the Baccalaureate Sermon was preached by Dr. Harold Cooke Phillips, Pastor of the First Baptist

Church of Greater Cleveland. His subject was "Christ's Symbol of Truth."

The Commencement Address, on Tuesday, was delivered by Dr. Edwin Montefiore Borchard, Hotchkiss Professor of Law at Yale University, who spoke on "International Relations and the American Citizen."

The Commencement Program contained the names of 343 recipients of degrees in course.

Five honorary degrees were conferred, as follows:

*Doctor of Divinity*

Ernest Caleb Pye, D. B., President of the School of Religion, Athens, Greece.

*Doctor of Science*

Robert Henry Cowley, M. D., College Physician and Surgeon, Berea College, Berea, Kentucky.

John Raphael Rogers, LL. D., Consulting Engineer of the Mergenthaler Linotype Company, Brooklyn, New York.

*Doctor of Laws*

George Stanton Addams, LL.B., Judge of the Probate Court of Cuyahoga County, Cleveland, Ohio.

William Elgin Wickenden, Eng.D., President of Case School of Applied Science, Cleveland, Ohio.

The speakers at the Alumni Luncheon were Grove Patterson, '05, Mark Ward, '10, James Childers, '20, John Adams, '30, and President Wickenden.

The Class of '85 won the Reunion Cup; the Class of '29 was second, and the Class of '90 was third. The award of this cup is made at the Alumni Luncheon to the Reunion Class returning the largest percentage of living members, with provision that the first class winning the cup three times shall become its owner.

*Summer Conferences*

During the summer of 1930 there were held in Oberlin, at the invitation of the College, two national conferences. College buildings and dormitories were available for the meetings and entertainment of the delegates.

On June 20, 21, and 22 the Third General Interracial Conference of Church Women, held under the auspices of the Commission on Race Relations of the Federal Council of Churches



of Christ in America, convened. There were 109 delegates, representing nineteen states and the District of Columbia. The general theme of the Conference was "Tomorrow in Race Relations."

The second conference was the National Junior Convention of the Brotherhood of St. Andrew, held on August 26 to 29. Over 300 boys, delegates from over forty dioceses, were present. The general theme of the Convention was "Power." Among the speakers were the Rt. Rev. Thomas Casady, D.D., Bishop of Oklahoma, the Rt. Rev. Arthur C. Thomson, D.D., Bishop of Southern Virginia, Colonel Raymond Robins, of New York, and Paul Rusch, of St. Paul's University in Tokyo, Japan.

Both organizations were highly appreciative of the hospitality shown to them in Oberlin.

## XII. THE OBERLIN-SHANSI MEMORIAL ASSOCIATION

While the Oberlin-Shansi Memorial Association and its schools in Shansi are not technically affiliated with Oberlin College, they are closely affiliated in spirit and in mutual consciousness.

An increasing interest has been evident on the part of the Oberlin student body in securing the opportunity to represent Oberlin on the teaching staff of the Shansi schools. Thirty-three young men and women this year made application for appointment. The successful appointees were Miss Adella May Clark and Mr. John Clayton Miller, both of the class of 1930.

The Shansi Schools have been worthily represented on the Oberlin campus this year by Mr. K. M. Wu, as the holder of the Shansi Fellowship, pursuing graduate study in Oberlin. Mr. Wu was one of the Deans of the Shansi Schools prior to his coming to this country.

The growing importance of the Shansi enterprise is indicated somewhat by the development of its financial budget: the Trustees of the Association have approved appropriations for buildings and equipment for the coming year to the amount of \$41,150, in addition to an operating budget of \$35,000. Architectural drawings have been submitted for a group plan, and the trustees are studying this plan carefully with a view to the development of the new campus.

## XIII. SUPPLEMENTARY REPORTS

I transmit herewith, as supplements to the foregoing reports: a group of reports from other general administrative officers; reports from the Deans of the College of Arts and Sciences and of the Graduate School of Theology and from the Director of the Conservatory of Music; and a report from the Board of Hospital Managers. The report of the Treasurer follows as a separate document.

Respectfully submitted,

ERNEST H. WILKINS,  
President.



PART II  
SUPPLEMENTARY REPORTS

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A. Reports of General Administrative Officers





## A. Reports of General Administrative Officers

### I. REPORT OF THE ASSISTANT TO THE PRESIDENT

To the President.

Sir:—

As indicated in the last Annual Report, the three major projects to which the year was to be devoted were: (1) the collection and supplementing of the pledges made to the Endowment and Building Fund of 1923 to meet the conditions of the General Education Board's gift, the completion of which must be reached by December 31, 1930; (2) the continuing building program; and (3) the proposal to secure endowment for professorial chairs.

Progress may now be reported on all of these lines, and, in addition, other funds, especially those for scholarships, have been increased.

#### *The Endowment and Building Fund*

It was probably too much to expect that all the outstanding pledges to the Endowment and Building Fund would be paid within the year, even if business conditions had remained stable. In view of the collapse of the market, widespread unemployment, and generally adverse circumstances throughout the country, the collection of \$72,626.89 is not altogether discouraging. It is, however, greatly to be regretted that even in the present situation the College should be compelled to lose any of the conditional gift of the General Education Board. No pledges paid after December 31, 1930, can be counted for this purpose. Under the generous provision of the General Education Board that new endowment may be counted toward the condition of its gift, there was received during the year \$66,438 of new endowment, which made it possible to call on that Board for \$22,146 not otherwise available.

#### *The New Building Program*

The splendidly planned *new buildings for the School of Theology* are now in process of erection. These buildings, now made completely possible by the additional gift of \$100,000 from

Mr. John D. Rockefeller, Jr. (his gifts for this purpose will total \$400,000), and by the use of the accumulating James Fund, the gift some years ago of Mrs. D. W. James, — these buildings, together with the completion of endowment funds for the theological department discussed later in this report, will do much to guarantee that the School of Theology may adequately meet its enlarging opportunity in the field of theological study and training.

The *new swimming pool for women*, long one of the most needed buildings of the College, has at last been assured, by a pledge of \$75,000 from Mr. and Mrs. Winthrop M. Crane, Jr., of Dalton, Massachusetts. Plans are already in the process of being drawn by Walker & Weeks of Cleveland, and the work will be begun this Fall. The entire college community has been most enthusiastic in the expression of its appreciation of this generous gift.

Progress was made during the year in the study of the *Men's Campus*, and there is considerable hope that the original \$100,000 for the beginning of this vitally needed group of houses, given by our Trustee, Mr. A. H. Noah, may be supplemented by sums which will permit the carrying out of plans which have already been so thoroughly prepared. Rapid progress can be made in the erection of these houses as soon as the necessary funds are available.

The Board of Trustees is serious, indeed, in its appreciation of Oberlin's building needs, as is evidenced by the acquiring of necessary lands and the consideration of preliminary plans. During the present year special attention will be given to the need for a *Physics Building*, the erection of which should come at the earliest possible moment.

#### *The Bosworth Memorial*

Encouraged by the generous initial pledge of \$100,000 for the Bosworth Memorial, a special and successful effort was made to complete within the year the full endowment of the Professorship (\$120,000). Grateful appreciation should be expressed for the gifts from the Hawaiian Islands, from a small group of generous friends who were largely responsible for the completion of the Professorship fund. Special mention should be made of the gifts and coöperation of Dr. and Mrs. W. D. Westervelt



of Honolulu, without whose help the undertaking could not have been successful. The Treasurer's report will give detailed acknowledgment of all the gifts to the Bosworth Memorial, from a large group of those who wish to express their appreciation of the life and service of Dean Edward Increase Bosworth and of the enlarging opportunity of the School of Theology.

During the present year it is hoped that the balance of the Memorial Fund — \$130,000, to be devoted to scholarships and fellowships in the School of Theology — may be secured.

### *Other Gifts*

*Gifts for Current Use* received by the Treasurer's Office during the year under review amount to \$43,453.25 and include many items of interest. The complete list is given in the Treasurer's report. Some of these, however, should be commented upon here.

With mounting costs, it has become increasingly necessary to secure help for needy students, and this year gifts for special student aid were received from many sources, totaling \$9,402.

Widespread unemployment and adverse financial conditions will apparently make it necessary to do more than is ordinarily done in the matter of student aid, during the coming year. The Assistant to the President wishes to record his very sincere gratitude to the alumni and other friends of the College who, year after year, come to the help of these worthy young men and women who find themselves in financial distress during their college course. It is his studied judgment that there are few places in the educational field where a small amount of money may be so well invested as in the aid of deserving college students.

Included in the gifts for current use are a number of interesting contributions for special research — one from the National Research Council for vitamine research, and one from the Chemical Foundation, Inc., for special chemical research.

Under the heading "gifts for current use," record is made regularly of the gifts from the *Living Endowment Union*. During the year under review these amounted to \$2,290, most of which is used for scholarship aid. It is hoped that in the near future this Living Endowment Fund may be made the nucleus of a really worthy alumni fund. It should be possible to increase greatly both the number and the amount of alumni gifts



made *annually* to the College, and, without restricting in any way the usefulness of such gifts, more adequate acknowledgment might be made through such a Fund of the part which the alumni take in the work of the College.

The *Gifts to Capital* reported by the Treasurer and fully itemized in his report amount to \$146,327.37. They include a number of notable gifts, the largest of which is made up of the payments to the Bosworth Memorial — \$56,438.

Another very important gift is that from the trustees of the estate of Mrs. Susan A. S. Moulton, \$49,837.24. This constitutes the ultimate addition to the May Moulton Memorial Fund and the May Moulton Loan Fund — funds which have been very valuable to the College for many years and which will be completely available after the payment of an annuity and the adjustment of a bequest to a member of Mrs. Moulton's family.

Among the bequests of the year is one of \$5,000 from the estate of Orren A. Gorton, to establish a scholarship fund for the aid of white natives of Virginia, West Virginia, North and South Carolina; one of \$2,000 from the estate of Mrs. Iantha G. Sturges, also for a scholarship fund; and an unrestricted gift from the estate of Mrs. Kate Shepardson Black, \$6,255.14, to establish a fund in honor of her father and mother.

The scholarship funds of the College have also been increased by a gift from Charles Sherman Brown, \$5,004.21, the income of which will ultimately be available for students coming from the Oberlin High School. This fund is subject to an annuity.

Various scholarship and lectureship funds have been increased during the year, notably the Gray Memorial Scholarship and the Martin Lectureship. A new scholarship known as "The Winifred Williams Scholarship" in the Children's Department of the Conservatory has been established by a gift of \$1,000.

It is a matter of both practical and historic interest that, with the death of Mrs. Julia Finney Monroe, the property known as the Monroe house, in College Place, comes into possession of the College. This is a valuable addition to the properties of the College.

The Assistant to the President wishes to lay stress on the appreciation which the College feels for all of these gifts, and particularly for the gifts which come to the College by *bequest*. Such gifts, it is common experience, are one of the main de-

pendencies of institutions like Oberlin. There is no doubt but that the growing needs of the College warrant the inclusion of the College in the list of one's final benevolences. There is abundant assurance also that such gifts are conscientiously administered by the institution.

An interesting and unique gift came to the College during the year under review from Mr. J. Frederick Talcott of New York—a life-size portrait of his father, Mr. James Talcott. This portrait has been hung in Talcott Hall, named in honor of the chief donors of that building when it was erected.

### *Public Relations*

The Trustees have made an additional appropriation for the work of the Publicity Bureau which has made possible the appointment of a full-time assistant for that work for the coming year. It is hoped that the news service of the College may be more adequately supervised and that the service of that Bureau may be extended in this way. The work of the Committee in charge of the Publicity Bureau will assume increasing importance as the College approaches the time of its Centennial, and there is no doubt but that there will need to be additional expenditures in this field before 1933. The College will doubtless have also the coöperation of expert publicity service for the centennial celebration.

Respectfully submitted,

W. F. BOHN.



## II. REPORT OF THE SECRETARY

To the President.

Sir:

I have the honor to present herewith my annual report as Secretary of Oberlin College, covering the year 1929-30.

*Publications*

The publications of the College for the year include the Bulletins of Oberlin College, Nos. 260-268; the Weekly Calendar; the Annual Calendar; and programs for Commencement and other occasions.

*Vote for Alumni Trustees*

During the fifteen years prior to 1925 the participation in the final ballot for alumni trustee ranged from 42 to 55 per cent of the living alumni. In 1925 the percentage increased, being almost 60. Since 1925 there has been a marked decrease: 45 per cent in 1926; 35.7 per cent in 1927; 32.8 per cent in 1928; and 28.6 per cent in 1929. The ideal for Oberlin and for any college is that practically all of the alumni take part in the election of alumni trustees. The decrease in percentage causes one to wonder whether there is less interest on the part of alumni in this election than heretofore. Perhaps the machinery of the balloting process needs revision. If the decrease continues the alumni should face a possible modification of the plan.

*Election of 1929*

The ballot of 1929 resulted in the election of Mr. Cleaveland R. Cross, of the College Class of 1903, of Cleveland, Ohio.

*Election of 1930*

The death of Hon. Theodore E. Burton on October 28, 1929, caused a vacancy in the membership of the Board of Trustees in the group for whose election the Alumni of the College are responsible. Mr. Burton's term of office would have expired January 1, 1935.

As provided in the By-Laws of the College, a preliminary ballot was distributed May 1, 1930 (April 1 for alumni living beyond the borders of the United States), inviting nominations



for a successor to Dr. Dan F. Bradley for the full term of six years beginning January 1, 1931, and for a successor to Mr. Burton for his unexpired term. The nominating ballot was canvassed on the first day of July, 1930, and the following persons were found to have received sufficient nominations to give them places on the final ballot (names arranged alphabetically) :

- Ernest Bournier Allen, of the Theological Class of 1903
- Dan F. Bradley, of the College Class of 1882
- Henry J. Haskell, of the College Class of 1896
- Mrs. Helen White Martin, of the College Class of 1885
- Mrs. Cliffe Johnson Merriam, recipient of an honorary degree in 1925

Mrs. Mary Plumb Millikan, of the College Class of 1893

In the preliminary ballot of 1930 there were 312 persons who received nominating votes. Of the above number 199 received one vote each. The candidates who secured places on the final ballot received 712, 75, 50, 48, 34, and 25 votes respectively. The total number of alumni participating in the preliminary ballot was 1,275, representing 17 per cent of the living alumni.

*The Teaching and Administrative Staff*

Facts as to the teaching and administrative staff of the College for the year 1929-30 are shown in the following tables:

	Men	Women	Total	Men	Women	Total
The President .....	..	..	..	1	..	1
The Teaching Staff:						
Professors .....	77	10	87			
Associate Professors .....	12	3	15			
Assistant Professors .....	16	16	32			
Instructors .....	23	12	35			
Assistants in Teaching .....	7	8	15			
	—	—	—	135	49	184
The Administrative Staff:						
Officers .....	20	6	26			
Assistants in the Administrative Offices	1	29	30			
Assistants in the Libraries and Art Museum .....	..	24	24			
Assistants in the Laboratories .....	2	1	3			
Assistants in the Health and Hospital Service .....	..	3	3			
Assistants in Student Residences and Dining Halls .....	1	16	17			
	—	—	—	24	79	103
				—	—	—
Deduct for duplicates .....				160	128	288
				7	4	11
				—	—	—
Net Totals .....				153	124	277

Grouped by departments:

Officers of Instruction and Administration	College of Arts and Sciences	Graduate School of Theology	Conserv- tory of Music	Physical Educa- tion	General	Total
The President .....	..	..	..	..	1	1
The Teaching Staff:						
Professors .....	50	8	24	5	..	87
Associate Professors .....	8	..	4	1	..	15
Assistant Professors .....	20	..	8	4	..	32
Instructors .....	21	1	9	4	..	35
Assistants in Teaching .....	15	..	..	..	..	15
	115	9	46	14	0	184
The Administrative Staff:						
Officers .....	4	1	3	3	15	26
Assistants in the Administrative Offices .....	6	1	2	1	20	30
Assistants in the Libraries and Art Museum .....	..	..	1	..	23	24
Assistants in the Laboratories..	3	..	..	..	..	3
Assistants in the Health and Hospital Service .....	..	..	..	..	3	3
Assistants in Student Residences and Dining Halls .....	..	..	4	..	13	17
	128	11	56	18	75	288
Deduct for duplicates .....	4	1	2	4	..	11
Net Totals .....	124	10	54	14	75	277

General Enrolment 1929-30

The following table shows the number of students in each department during the year 1929-30, with the corresponding figures for two years preceding:

Department	1927-28			1928-29			1929-30		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
College of Arts and Sciences .....	641	658	1299	604	647	1251	590	635	1225
Graduate School of Theology .....	35	6	41	43	5	48	57	4	61
Conservatory of Music .....	58	321	379	52	303	355	57	333	390
	734	985	1729	699	955	1654	704	972	1676
Summer Session ..	103	112	215	82	103	185	66	75	141
Total Enrolment..	837	1097	1934	781	1058	1839	770	1047	1817
Deduct for dupli- cates in Summer Session .....	73	62	135	47	46	93	36	40	76
Net Enrolment....	764	1035	1799	734	1012	1746	734	1007	1741

The net enrolment for 1929-30, exclusive of the Summer Ses-  
sin, was 1,676. There was a decrease of 26 in the College of



Arts and Sciences, an increase of 13 in the Graduate School of Theology, and an increase of 35 in the Conservatory of Music. The enrolment in the College of Arts and Sciences by Classes was as follows: Seniors 273, Juniors 263, Sophomores 324, Freshmen 317, Graduate Students 48. The total for the four classes was 1,177. The Junior class was smaller than it has been for seven years, and the Freshman class was smaller than at any time since the war year of 1917-18. The result of the present policy of restriction in the size of the entering Freshman classes has reduced the total (exclusive of graduates) from 1,317 in the year 1925-26 to 1,177 last year.

The enrolment of Graduate Students in 1929-30 did not reach the high total of the preceding year, being 48 as compared to 56, but it was larger than any other year in the history of the College.

The enrolment figures given above do not include 43 "irregular" students who were enrolled for a single subject either in the Conservatory of Music or in the Fine Arts courses in the College of Arts and Sciences.

#### *States Furnishing Largest Numbers of Students*

Of the 1,741 students enrolled during the year 1929-30, 1,687 came from 46 States and Territories of the United States; 54 came from 14 foreign countries. The state of Ohio furnished 816 students. The states that sent the largest numbers of students were as follows:

Ohio .....	816	Massachusetts ....	37
Pennsylvania .....	160	Connecticut .....	36
New York .....	124	Iowa .....	27
Michigan .....	102	Missouri .....	20
Illinois .....	93	Wisconsin .....	20
New Jersey .....	41	California .....	14
Indiana .....	39		

The percentage of Oberlin students registered from the State of Ohio was 46.87. For many years prior to 1907 the number of students from Ohio was almost exactly 50 per cent of the total. During some of the years the percentage was slightly below 50 and during others it rose slightly above this mark. Between 1907 and 1910 the Ohio percentage dropped from 50 to 45; then for thirteen years the percentage of Ohio students did not vary greatly from the 45 per cent mark. From 1921 to 1926 there was a steady increase in this percentage, the



figure for 1926-27 being 49.6 per cent. During the last three years there has been another slight recession, the percentage in 1927-28 being 48.42; for 1928-29 it was 47.08; for 1929-30 it was 46.87.

*Number of Men in Oberlin*

The facts concerning the *total number of men* are shown in the following tables:

	Number of Men	Total Enrolment	Percentage
1919-20 .....	560	1708	32.79
1924-25 .....	751	1868	40.20
1927-28 .....	764	1799	42.46
1928-29 .....	734	1746	42.04
1929-30 .....	734	1741	42.16

*Number of Men in the College of Arts and Sciences*

The following table gives facts concerning the percentage of men in the College of Arts and Sciences:

	Number of Men	Total Enrolment	Percentage
1909-10 .....	395	982	40.22
1914-15 .....	395	1002	39.42
1919-20 .....	448	1155	38.79
1924-25 .....	624	1324	47.13
1925-26 .....	651	1351	48.19
1926-27 .....	645	1342	48.06
1927-28 .....	641	1299	49.35
1928-29 .....	604	1251	48.28
1929-30 .....	590	1225	48.16

*Degrees and Diplomas, 1929-30*

The following degrees were conferred during the year from October 1, 1929, to October 1, 1930:

	Men	Women	Total	Men	Women	Total
Honorary Degrees—						
Doctor of Divinity (D.D.) .....	1	0	1			
Doctor of Science (Sc.D.) .....	2	0	2			
Doctor of Laws (LL.D.) .....	2	0	2			
	—	—	—	5	0	5
Degrees in Course—						
Bachelor of Arts (A.B.) .....	115	148	263			
Master of Arts (A.M.) .....	19	7	26			
Bachelor of Music (Mus.B.) .....	4	13	17			
Bachelor of School Music (Sch.Mus.B.)	2	19	21			
Bachelor of Divinity (D.B.) .....	8	0	8			
Master of Divinity (S.T.M.) .....	2	0	2			
	—	—	—	150	187	337
				155	187	342

In addition to the above there were 22 diplomas authorized for the completion of the work of the Teachers' Course in Physical Education, 9 in the course for men and 13 in the course for women. All of the graduates of the Teachers' Course in Physical Education were also graduates of the College of Arts and Sciences.

The aggregate of degrees and diplomas issued in the year 1929-30 was 364. The figures for the last ten years are shown below :

1920-21 .....	272	1925-26 .....	347
1921-22 .....	299	1926-27 .....	362
1922-23 .....	340	1927-28 .....	414
1923-24 .....	325	1928-29 .....	368
1924-25 .....	352	1929-30 .....	364

Included in the 364 degrees and diplomas issued there were 42 duplicates: that is, 42 were issued to men and women who were already on the college rolls. Making this deduction the net addition during the year to the total of individual graduates was 322.

*Summary of Degrees and Diplomas*

The following table shows the total number of degrees and diplomas that have been issued since the founding of the College, and also the number of individual graduates, correct to date of October 1, 1930 :

	Men	Women	Total
Graduates of the College of Arts and Sciences ..	3695	4855	8550
Honorary War Members .....	101	0	101
Graduates of the Teachers' Course in Phys. Educ.	152	393	545
Graduates of the Graduate School of Theology ....	963	8	971
Graduates of the Conservatory of Music .....	164	629	793
Recipients of Masters' Degrees (earned) .....	752	288	1040
Recipients of Honorary Degrees .....	235	62	297
Graduates of the Slavic Course .....	27	0	27
<hr/>			
Total Degrees and Diplomas Issued .....	6089	6235	12324
Deduct for Names Counted Twice.....	1362	686	2048
<hr/>			
Net total of Individual Graduates .....	4727	5549	10276

*Summary of Living Alumni*

The summary of degrees above shows that 10,276 men and women have received degrees and diplomas from Oberlin College and constitute its body of Alumni.



The living alumni to date of October 1, 1930, numbered 7,936, as shown in the following table:

	Men	Women	Total
Graduates of the College of Arts and Sciences ...	2678	3922	6600
Graduates of the Teachers' Course in Physical Educ.	144	383	527
Graduates of the Graduate School of Theology....	499	4	503
Graduates of the Conservatory of Music .....	152	589	741
Recipients of Masters' Degrees (earned) .....	382	231	613
Recipients of Honorary Degrees .....	130	27	157
Recipients of Honorary War Certificates .....	91	0	91
Graduates of the Slavic Course .....	21	0	21
	<hr/>	<hr/>	<hr/>
	4097	5156	9253
Deduct for names counted twice ....	727	590	1317
	<hr/>	<hr/>	<hr/>
Net Totals .....	3370	4566	7936

### *Summary of All Students: Ninety-Seven Years*

When the Seventy-Fifth Anniversary Catalogue was published in 1908 a complete list was printed giving the names of all students who had been in attendance in any department of Oberlin College at any time during the seventy-five years of Oberlin's history. The total was found to be 35,682. In the 22 years since 1908 there have been enrolled a total of 14,987 additional students, making an aggregate of 50,669. This total may be divided as follows: Graduates 10,276; Non-graduates 40,393.

### *Necrology*

During the year from October 1, 1929, to October 1, 1930, notifications were received at the College Secretary's Office of the deaths of 68 alumni. The biographical sketches of these alumni have been prepared and will be included in the volume of necrological material now in the hands of the printer.

The oldest graduates included in the necrology list for 1929-30 were Mrs. Deborah McWade Pierson, who died January 15, 1930, at the age of 89 years, 6 months, and 20 days, and Mrs. Lydia Dudley Moulton, who died February 20, 1929, at the age of 85 years, 6 months, and 5 days. Mrs. Pierson was a member of the College class of 1862, and Mrs. Moulton was a graduate in the Literary Course in 1865. Among the men, the oldest at the time of death was John W. Cowan, of the class of 1871. Mr. Cowan died November 25, 1929, at the age of 81 years, 10 months, and 6 days.

The youngest graduates included in the necrology list for 1929-30 were Bergen S. Stelle, of the class of 1927, who died March 3, 1930, at the age of 23 years, 6 months, and 6 days, and Audrey Wright, of the class of 1927, who died June 16, 1930, at the age of 23 years, 8 months, and 23 days.

In the group of 68 alumni there were only two deaths, as above stated, before the age of 30. Twelve men and twelve women lived beyond the age of 70; one of the men and four of the women were more than 80 years of age at the time of death.

The list for 1929-30 includes 38 men and 30 women, a total of 68. This total compares with 78 the preceding year and 63 the year before that. The average age of the 38 men at the time of death was 61.5 years; that of the 30 women was 63.1 years; the average age of the entire group was 62.2 years.

The list of alumni included in the Necrology for 1929-30 follows, with classification and age at the time of death added. The figures given represent age at the nearest birthday.

Class		Age
1884	Ainsworth, Harry .....	68
1898	Alford, Arthur Milton .....	58
1875	Ament, Mrs. Mary Alice Penfield .....	74
1901	Benedict, Thomas Nelson .....	51
1890	Bennett, William Mason .....	61
1886	Betts, Mrs. Isabel Florence Baldwin .....	64
1912	Biggs, Hazel Frances .....	42
1912	Bills, Stella May .....	39
1893	Blanchard, Frederic Mason .....	63
1888	Brown, Sterling Nelson .....	71
1918	Buckley, Mrs. Mabel Ernestine Knapp .....	33
1872	Burton, Theodore Elijah .....	78
1909	Burton, William Mathews .....	43
1888	Carpenter, Frank Byrd .....	63
1874	Carter, Howard Handel .....	75
1888	Case, Frank Luther .....	63
1882	Clague, Mrs. Florence Elizabeth Hall .....	71
1881	Clark, Charles Elmore .....	70
1871	Cowan, John Whitman .....	82
1877	Cox, Mrs. Harriette Allen Munger .....	73
1881	Cushman, Harriett Eliza .....	74
1897	Dalton, John Jesse .....	56
1914	Dipman, Mrs. Sarah Capron Jones .....	39
1882	Dye, Charles Henry .....	73
1915	Edwards, Ellis Eggleston .....	38
1914	Ekmekjian, Joseph Artin .....	38
1886	Fish, Mrs. Ruth Booth Hall .....	64
1886	Fish, Mary Sophia .....	67
1873	French, Frances Anna .....	77
1893	Gerrie, William Alfred .....	65
1889	Hesse, Mrs. Rilla Maud Fuller .....	61
1892	Hutchinson, William Alexander .....	68



1891	Ireland, William Fleetwood .....	62
1893	James, David Mairfryn .....	58
1889	Johnson, Florence Winnifred .....	61
1873	Jones, Mrs. Sarah Electa Edwards .....	84
1874	Keneagy, Mrs. Lucy Ellen Dunlevy .....	79
1918	Levinson, Louis John .....	35
1888	Love, Andrew Alexander .....	68
1898	Manning, Sarah Hurlbut .....	57
1892	Marsh, Jennette Eliza .....	64
1889	Matter, Samuel Ernest .....	62
1887	Mecorney, Mrs. Helen Louise Harwood .....	63
1878	Morris, Lindley Warren .....	76
1880	Mosher, Mrs. Ida Beagle .....	70
1865	Moulton, Mrs. Lydia Frances Dudley .....	86
1922	Nye, Raymond Murray .....	30
1869	Parker, Mrs. Nellie Greene Clark .....	80
1889	Penniman, David Barton .....	63
1862	Pierson, Mrs. Deborah Jane McWade .....	90
1917	Ramsdell, Mrs. Anne Marguerite Reese .....	33
1878	Rapp, Mrs. Elsie Jane Reynolds .....	78
1868	Read, Mrs. Julia Florence Kellogg .....	80
1889	Rose, John Henry .....	71
1899	Seibert, John Addison .....	55
1893	Seil, Herman .....	69
1880	Shawan, Jacob Albright .....	77
1908	Sheldon, Katharine .....	45
1883	Slater, Edwin Samuel .....	73
1927	Stelle, Bergen Sheffield .....	24
1893	Sumner, Mrs. Maria Neely McVay .....	56
1882	Tenney, Charles Daniel .....	73
1879	Thompson, Benjamin .....	75
1888	Weld, Harold Augustus .....	65
1892	Wilder, Frank Alonzo .....	60
1888	Willard, Emma .....	67
1927	Wright, Audrey .....	24
1897	Young, Henry Alfred .....	56

### *Plans for the 1933 Centennial*

It seems proper to add at this point some information concerning the proceedings of the Trustee-Faculty Joint Committee on the Centennial Celebration.

During the year this Committee held three meetings: November 16, 1929, February 22, 1930, and May 21, 1930. The organization for the Centennial is now fairly complete. Mr. Grove Patterson of the Class of 1905, member of the Board of Trustees of the College, is the Chairman of the Committee.

Practical agreements have been reached upon the following points:

A. That the celebration shall be held in October rather than in June; that it shall be held in 1933, provided the Hall Audi-



torium is completed and available for use at that time. The Committee has tentatively agreed upon the dates of Friday, October 13, Saturday, October 14, and Sunday, October 15.

B. That the central feature of the celebration shall be a pageant of great distinction, in which there will be reproduced significant events in the history of the College. The other major items on the preliminary draft of the general program are dinners for alumni and guests, a great public occasion for the receiving of congratulations and greetings, and great religious and musical programs. For the pageant, arrangements have already been made to secure the services of Mr. Thomas Wood Stevens of Chicago as Pageant-Master. Mr. Stevens is at present the Director of the Goodman Theatre of the Art Institute of Chicago, and has directed many notable pageants in the United States. A location for the presentation of the pageant has been tentatively selected in the Arboretum, and the work on the preparation of the place for pageant purposes has begun.

C. That in connection with the Centennial there shall be a series of publications that will include among others: (1) A Documentary History of early Oberlin, covering the period from 1833 to 1870. Work upon the collection of this material is now actively in progress under the direction of Professor Robert S. Fletcher; (2) A Centennial History of Oberlin, of which Professor P. D. Sherman is to be the editor; (3) A catalogue of all former students, including both graduates and those who did not graduate, somewhat similar to the Seventy-Fifth Anniversary Catalogue published in 1908, the compilation of the material for this catalogue to be in my charge; (4) A biography of President Henry Churchill King; (5) A series of monographs on special topics, such as Oberlin's Contribution to Education in General, to the Education of Women, to the Anti-Slavery Movement, to Religious Thought and Leadership, and so on; (6) A Book of the Pageant; (7) A volume to be issued immediately following the celebration, containing the record of the proceedings.

Respectfully submitted,

GEORGE M. JONES.

## III. REPORT OF THE DIRECTOR OF ADMISSIONS

To the President.

Sir:—

September 1, 1930, marks the close of the second year of the newly formed Admissions Office. The Director of Admissions used the first year largely in acquainting himself with admissions procedure at Oberlin and other colleges, in establishing the new office, in preparing plans for the development of the admissions work, and in carrying on the activities in admissions work at Oberlin, as they had been carried on in the Office of the Secretary in the past.

The second year (1929-30), however, saw considerable expansion in the Admissions work, which necessitated an expansion of the Admissions staff, and eventually a removal from the Administration Building to larger quarters in the Men's Building.

The report of the Director of Admissions necessarily divides itself into two main parts: Facts concerning students matriculating in September, 1929, and facts (as of September 1, 1930) concerning new students expecting to matriculate for the year 1930-31, together with a report of activities of the Admissions Office in the year 1929-30.

*Facts Concerning New Students Matriculating  
in September, 1929*

1. Enrolment Statistics. The great rush to college which started soon after the war seemed to have reached its peak in 1926. Since 1926 there has been some decline in the percentage of increase of enrolment and actual decline in numbers at many institutions. Oberlin shared this decline in the number of students who applied for admission to the College of Arts and Sciences, although the Conservatory of Music enjoyed some increase both in quantity and quality of applicants. The figures for new students in the College of Arts and Sciences for the year 1929-30 are as follows:



	Men	Women	Total
Freshmen .....	142	166	308
Advanced Standing .....	34	30	64
	<hr/> 176	<hr/> 196	<hr/> 372

2. Geographical Distribution. The Freshman Class of the College of Arts and Sciences entering in September, 1929, was drawn from some twenty-seven states and three foreign countries. In the entire institution in 1928-29 forty-five states and territories and fifteen foreign countries were represented so that Oberlin may continue to point with pride to the cosmopolitan nature of her student body. There is an interesting trend toward larger numbers of students coming from New England, New Jersey, and New York. This trend seems occasioned in part by the growing feeling among Eastern public school principals against the College Entrance Board Examinations, and in favor of migration to the Middle West for college education. The fact of course that most of the big Eastern schools have restricted enrolment, which necessitates the refusal of many excellent students, also increases the trend toward migration to the best institutions of the Middle West. At the same time, however, that Oberlin has been having an increase of well-qualified students coming from the East, it has to a certain extent suffered a decline in students coming from the Middle West, notably from such states as Iowa, Nebraska, Missouri, Minnesota, and Wisconsin. The growth of the tax-supported institutions in these states, the nearness and availability of many good schools, and the development of the Junior College may be responsible for this trend.

3. Number of Students per Secondary School. The following table shows to what extent students come singly or in groups from secondary schools.

No. of Students	No. of Schools
1	161
2	28
3	10
4	3
5	3
7	2
12	1

These figures show clearly that 90% of the schools sending students to Oberlin do not send more than two students in a

given year, and that 77% of the schools send but one student. While it is fine to enjoy the advantage of broad geographical distribution and variety of school experience, it seems evident that Oberlin loses the publicity and social values which are resident in having a considerable group of students coming from each of a number of first-class large secondary schools.

As would be expected, schools outside of Ohio send an average of only one student per year, while schools in Ohio send an average of two students per year. The advisability of having students come to Oberlin in groups of two or more has been wisely urged as a method of preventing difficulties in the trying period of orientation to college life, especially in the first six weeks of the college course.

It is interesting to note in passing an increase in the number of students who received their secondary school training at preparatory schools rather than public high schools. Nearly 10% of the Freshman Class entering in September, 1929, came to Oberlin from preparatory schools.

4. Entrance Deficiencies in Foreign Language and Mathematics. The high school curriculum has changed considerably in the last thirty years. Preparation for college entrance, once the primary purpose of the public high school, has become but one of several purposes now embodied in the curricula of the American high schools. Many high school principals are unwilling to urge the study of Latin and other foreign languages in great quantity. In many schools, particularly of the technical type, Latin is not offered at all. Furthermore, many high schools do not urge the study of mathematics beyond Elementary Algebra and Plane Geometry. Consequently many colleges have reduced their subject entrance requirements in language to two units of any foreign language and their mathematics requirements to two units (Elementary Algebra and Plane Geometry). Oberlin has every year a number of persons who have to spend a portion of their college course at Oberlin in removing entrance deficiencies in language and mathematics. In the class entering in September, 1929, forty-five men and eighteen women presented less than the required four units of foreign language for admission. A number of other students presenting four or more units of foreign language had not completed the required two years of Latin and,



therefore, were required to remove that qualitative deficiency at Oberlin. At the same time twenty-four men and thirteen women entered Oberlin with a deficiency of one-half unit in Advanced Algebra, which also had to be removed by including this study in Oberlin. That such a considerable proportion of the entering class had to reduce their free electives in College in order to remove deficiencies in mathematics and language raises of course the question whether Oberlin should maintain its present requirements in those two divisions or departments.

5. Conservatory Admissions. The number of students who entered the Oberlin Conservatory of Music in 1929 is approximately the same as in 1928 (150 new students) which is encouraging in view of the decrease of applicants for admission to the College of Arts and Sciences and at a time when many Conservatories were suffering losses. The Conservatory registration figures as of September 1, 1930, predict an enrolment approximately as large as in 1928 and 1929. There has been a considerable increase in late years in the number of men in the Conservatory of Music. The Conservatory officers report also a steady increase in the quality of the applicants, both scholastically and in musical talent.

*The Work of the Admissions Office in the Year 1929-30, and  
the Situation in Admissions as of September 1, 1930*

A number of new moves were made in admissions work in 1929-30:

1. Visitation of Secondary Schools. The Director of Admissions visited ninety-five high schools and preparatory schools in Pennsylvania, New York, Ohio, Illinois, Missouri, Minnesota, and Wisconsin. He found for the most part a most cordial welcome on the part of high school and preparatory school officials, who seemed interested in securing information about present-day Oberlin. At more than three-fourths of the schools visited he made addresses to assemblies and class groups and quite often showed motion pictures depicting campus life at Oberlin.

2. Oberlin's First High School Day. Approximately fourteen hundred high school students, teachers, and parents vis-

ited Oberlin, spending the entire day of Saturday, October 26, visiting classes, inspecting the campus, attending the football game with Akron University, meeting members of the faculty at a reception following the game and attending the all-college dance in the evening. More than four hundred high school seniors competed for twenty prize scholarships of the value of three hundred dollars each.

3. Stimulation of Alumni Coöperation. The Director of Admissions addressed alumni groups at Kansas City, Minneapolis, and Milwaukee. In these and other places the Director of Admissions found the alumni eager to help in interesting excellent prospective students in Oberlin, and in providing information which would aid in the proper selection. Two interesting experiments, one in Chicago and one in Cleveland, were conducted this past year. Mr. Louis Hart and Mr. Edwin Abbott, prominent Chicago alumni, entertained a group of prospective men students at the Union League Club in Chicago. The younger alumni men of Cleveland held a similar dinner for one hundred prospective men students from greater Cleveland. These dinners did much to interest prospective students of fine quality in Oberlin.

4. The Miller Scholarships. Through the generosity of Mr. Amos Miller, the College was given ten scholarships for men of outstanding scholastic ability, entering Oberlin in September, 1930. These scholarships are of the amount of twelve hundred dollars, paying full tuition for four years. The College matched Mr. Miller's ten scholarships with ten others of identical nature and called the entire twenty the Amos C. Miller Scholarships for Men. More than one hundred excellently qualified men applied for these scholarships and the twenty men to whom these scholarships were awarded will undoubtedly be among our best students.

5. *A new pictorial pamphlet* was prepared for distribution among high school students.

6. Alumni Teacher's Luncheon. With the coöperation of the Alumni Secretary, Mr. John G. Olmstead, and a committee of teachers, a luncheon of Oberlin alumni, who are members of the North Eastern Ohio Teachers Association, was held in the Hotel Winton, Cleveland, Ohio, Friday, October 25. A num-



ber of high school principals were the special guests of the College.

All of the new moves mentioned in the preceding six points have served to interest in Oberlin a large number of students for the year 1930-31. The numbers enrolled on September 1, 1929, and 1930 are shown below:

Year	Men	Women	Total
1929	137	169	306
1930	180	161	341

The above figures of course apply only to those students who have been admitted and enrolled for the year 1930-31, up to September 1, 1930. The numbers from which these groups were selected were very large, representing an increase of 49% over 1929, and representing an increase of 62% in the number of men applicants.

In the year 1929-30 the Faculty and Trustees have taken active steps toward equalizing the number of men and women in Oberlin. In recent years we have been taking in 160 men and 160 women every year as Freshmen in the College of Arts and Sciences. Here as everywhere, however, the number of men withdrawing during the four-year course is somewhat greater than the number of women withdrawing; and the result is that the total number of men in the College has been somewhat less than the total number of women.

In order to make the totals even, it was decided to take in 180 men and 150 women to the Freshman Class of the College of Arts and Sciences, thereby giving an overbalance of 30 men.

A move looking in the same general direction was also made in the Conservatory of Music, by a vote limiting the number of women in that department to 300 (as against 325, the number of women enrolled in the year 1929-30).

The plan of restricted enrolment and selective admission started in 1923 has seemed to justify itself, for the scholastic standards for admission have been rising steadily and the general non-scholastic qualifications of the students to whom admission is promised have been growing steadily better.

Respectfully submitted,

W. H. SEAMAN.

## IV. REPORT OF THE DIRECTOR OF PERSONNEL SERVICE

To the President.

Sir:—

Among the many functions carried by a department of personnel service in a university or college, the most vital one is that of coördination. Since no one department, nor any one person, can hope singly to handle all the necessary personnel activities, and since decentralization is the better method of carrying on personnel work among students, coördination has bulked large in the day-to-day activities of Oberlin's Department of Personnel Service. This coördination has found tangible expression in various ways: collection of a great amount of regular and special information concerning students; distribution of the data to those faculty members and officers most concerned; detailed coöperative discussion of individual students' situations by bringing together the opinions and attitudes of deans, teachers, matrons, and employers.

Oberlin College can do genuine student personnel work only in so far as it is willing to recognize in practical fashion that the College exists for the student and not the student for the College. This attitude is the keynote of personnel work. Moreover, this idea cannot eventuate in practice unless members of the faculty and officers willingly and voluntarily share with one another results of their contacts with students and coöperatively help students to help themselves. The Department of Personnel Service stands as the symbol of Oberlin's desire to do genuine personnel work and serves as the coördinating agency.

A steadily increasing amount of time was given by the director during the year under review to counseling with individual students. While the value of a personnel department cannot be judged on the basis of the number of contacts it has with individual students, yet such a department should in very many situations be the one to which students feel like taking their questions. In some instances this department referred the student to someone else and on some occasions the director counseled with the student.



Except for the "get-acquainted" interviews with new students, students were not called in by the director. The number of voluntary interviews greatly exceeded the "get-acquainted" conversations. Women as well as men came to consult with the director.

The most common type of interview was concerned with the choice of a career. Some students showed great anxiety over this problem and some of them desperately needed vocational information and other advice.

On the face of it, some people might think it very irregular for a college of liberal arts, like Oberlin, to pay any attention to assisting students in the choice of a career. On the other hand, the Department of Personnel Service at Oberlin is not interested in pushing the claims of certain careers or academic departments. It is concerned solely with the best interests of the individual. Furthermore, it should be said that although this department favors a background of culture for all who can take genuine advantage of it, yet it recognizes the practical fact that most Oberlin students must necessarily acquire some tool in undergraduate years by which they can earn a living upon graduation. And after all there need be no real conflict between the so-called "cultural" attitude and the "vocational."

In addition to counseling with many students who presented themselves voluntarily, the director of personnel service sought to discover students who wanted or needed special assistance. The following frequently recurring situations were found: general lack of adjustment to college life; inadequate and detrimental social adjustments; inefficient study habits; faulty physical hygiene; physical ill-health; mental and emotional disturbances; difficult financial circumstances; confusion arising out of the choice of a career. Without in any sense coddling students, the College, once it accepts a student, is responsible for helping that student think through such situations as mentioned above.

In addition to the activities just described, the director has been occupied with a variety of duties including the following: general supervision of the Bureau of Appointments, a division of this department; teaching of the course, "Selection of a Vocation"; planning and managing Freshman Week for the College of Arts and Sciences; acting as informal and unofficial advisor to some student organizations; preparing the two pamphlets en-

titled, "Student Self-Support"; editing "The Oberlin Book," the students' handbook for 1930-31; revising the previously-prepared "Bibliography of Vocational Information," and developing the institution's resources for counseling with students concerning the choice of a career.

Miss Ivanore V. Barnes, Secretary of the Bureau of Appointments, makes the following report for that division of the department's work:

*Report of the Secretary of the Bureau of Appointments*

During the year 1929-1930 the Bureau of Appointments has carried on the program of duties as expanded in 1928-1929 with no significant changes. The following notes will serve as an outline of the nature and the volume of the year's business:

The number of students and graduates registered for the various types of employment was larger than ever before. The registrants are classified as follows:

Candidates registered for Permanent Employment

Graduates .....	312	
Seniors .....	281	
	—	593

Candidates Registered for Summer Employment .....189

Candidates Registered for Campus Employment

For the Year 1929-1930 .....	335	
For the Year 1930-1931 .....	284	
(Including 135 Incoming Students)	—	619

Grand total ..... 1401

The credential service which we give to our registrants for permanent and for summer employment was particularly extensive last year. We collected and manifolded approximately 1,800 confidential statements from references. We sent out 1,640 sets of credentials,—318 more than in the preceding year. 81 sets of papers assembled for the special use of graduate school committees were sent out for seniors applying for scholarships and fellowships.

Our correspondence was heavier than in any preceding year: 2,516 letters were received,—520 more than in the preceding year; 3,645 letters were sent out,—562 more than in the preceding year.

1,190 conferences of ten minutes or longer were held with students and graduates. 85 of the conferences were with alumni, 585 with seniors, and 520 with underclassmen and incoming students.

The number of employers visiting the bureau personally was slightly larger than in the preceding year—86 as compared with 72.

The number of permanent and summer positions referred



to the bureau was not so large as in the preceding year,—670 as compared with 701. In view of the general employment situation it is surprising that there was not a greater decrease. Obviously the turnover in positions has been materially affected by the financial slump. As a result candidates and placement bureaus have had to make more effort than is usually necessary to succeed in filling openings. Even so, the bureau's placements in permanent and summer positions show a slight increase over the preceding year,—115 as compared with 101. Of the 115 positions filled 58 involved employment for the year, with the possibility of continued employment; 47, for the summer only. It is never possible to give an accurate statement of the results of our recommendations because of the failure of many candidates and employers to report back to us. We have reason to believe that about 75 offers were made as the result of our recommendations which were not accepted by the candidates. More business positions would have been filled had not all of the firms among our regular clients been compelled to cut down their usual quota of college recruits. A firm with which we have one of our strongest contacts and which has always made a number of offers to our senior men took on no recruits from the liberal arts colleges. It is a coincidence that we were notified of the same number of teaching openings as in the preceding year, 405.

Last year's graduating class as a whole is fairly well settled in employment or in graduate study. Thus far, we know of about 15 men and women who wish positions and who have not yet been able to secure them. Because we have not yet received replies to all the inquiries sent to last year's seniors we cannot make an accurate report until somewhat later. Of those whom we know to be placed, at least 90 per cent have used the services of the office in securing their positions, scholarships or fellowships.

The campus employment involved as much of our time and attention as the permanent employment. 573 odd jobs were referred to the office, 541 of which were filled, 12 cancelled, and 20 could not be filled. Of 160 regular jobs, giving students an opportunity to work at set times through several months or the entire school year, 127 were filled, 9 cancelled, and 24 could not be filled. It is of interest to note that practically every campus job involves from 3 to 12 telephone calls, and in many cases one or more interviews.

In reviewing the year's business it seems that the service which the college has given students, graduates and employers justifies the financial investment necessary to operate the bureau.

Respectfully submitted,

J. ANTHONY HUMPHREYS.

## V. REPORT OF THE COLLEGE PHYSICIAN

To the President.

Sir:—

The work of the Health Service increased again this year to a new maximum. The total number of days of hospitalization was the least and the number of consultations at the Student Clinic was the greatest since the department commenced to function completely — 4,769 this year, as against 4,603 last year. In general the health of the student body was better than in any previous year. There were no diseases, except the common upper respiratory infections, which reached epidemic proportions. There was an increase in injuries and local infections, and a study of this situation showed that no remediable causative factor could be incriminated. The reason for the increase seemed to lie in the fact that more inexperienced men were using the gymnasium and that the peak of the normal variation curve of infection rate fell in this year.

There was a moderate increase in the number of ringworm infections of the feet among the men. This problem was discussed by the Health Service Committee and recommendations agreed upon for the future control of this widespread disease. The College Physician made a study of the situation during the summer and has already received from institutions such as the Rockefeller Foundation, Harvard School of Public Health, and the Cleanliness Institute of New York requests for information regarding our experience at Oberlin. It seems certain that it will be impossible to eradicate the infection entirely because it will constantly be reimported, but satisfactory control can be established.

The need for an answer to the question as to how we should take care of the increasing demands for health service to the students became urgent. The Clinic waiting room was almost always crowded and the waiting time of each student before seeing the physician was unreasonably long. It was found that the waiting time at Oberlin averaged thirty-four minutes per student while at the University of Michigan, where a similar study



has just been made, it averaged twelve minutes per student. Furthermore, even though the consultations with the College Physician averaged more than five hundred per month about one hundred and thirty-five students monthly were turned away from the Clinic because of the lack of time. The following table shows the situation for the second semester:

	Feb. 17-28	March	April	May	June 1-16
Total number of student visits to Clinic .....	265	679	488	662	207
Average time elapsed from entrance of student to consultation with physi- cian .....	28.9	39.05	36.5	32.9	27.6
Number of students turned away from Clinic. ....	54	156	115	121	29

The College Physician found it very difficult to meet all the demands placed upon him in this situation, and needless to say the type of medical practice (prevention) which should be emphasized was considerably handicapped. It seems quite evident that additional personnel is the only proper solution.

If an additional physician is added to the Health Service and quarters are enlarged to meet the present needs, the question of how much to expand in the direction of clinical medical care of students beyond what we already attempt, and the question of how far to develop the preventive functions of the Health Service in the way of health conferences and periodic health examinations should be carefully studied by the Health Service Committee, and a policy adopted. There is a growing opinion among college health service administrations that emphasis should be placed upon the more fundamental and permanent values to be derived from a health program featuring education and prevention.

A statistical report follows:

Clinic Report

Total Visits to the Clinic .....	4769
New Patients .....	403
Return Patients .....	4366
New Patients this Year .....	809
Return with New Diagnosis .....	2425
Male .....	3343
Female .....	1426

College of Arts and Sciences .....	4085
Conservatory of Music .....	647
School of Theology .....	37
Class of 1930 (all departments) .....	764
Class of 1931 (all departments) .....	955
Class of 1932 (all departments) .....	1115
Class of 1933 (all departments) .....	1874
Graduates (all departments) .....	61

*Hospital Report*

	Male	Female	Total
Admitted to the Hospital .....	84	75	159
Days Service in Hospital .....	464	367	831
College of Arts and Sciences ....	396	252	648
Conservatory of Music.. .....	51	115	166
School of Theology .....	17	0	17
Surgical Cases			
Major Operations .....	6	6	12
Minor Operations .....	8	5	13
Accidents .....	7	0	7
Deaths .....	1	0	1
	<hr/>	<hr/>	<hr/>
Total .....	22	11	33

*Browning House Report*

	Male	Female	Total
Admitted to Browning House .....	15	321	336
Days Service in Browning House ....	42	876	918
College of Arts and Sciences ....	42	526	568
Conservatory of Music .....	0	348	348
School of Theology .....	0	2	2

*Visiting Nurse's Report*

Total Cases Reported .....	5000
Investigation by personal visit .....	1224
Investigation by telephone .....	1555
Investigation by other means .....	624
Investigation not necessary .....	1597

Respectfully submitted,  
R. W. BRADSHAW.



## VI. REPORT OF THE DIRECTOR OF RECREATION

To the President.

Sir:—

I have the honor to present the report of the Director of Recreation for the year 1929-30.

The Recreation Director began her duties in the school year of 1929-30 by planning and directing the social activities of Freshman Week. In addition to the three class parties a program of outdoor activities for the women alone was carried out. The Freshman Class parties were attended by many upper-class students who were in Oberlin and their presence largely defeated the purpose of these affairs which was to give the members of the class a chance to get acquainted with their own group. A definite plan was made to remedy this difficulty for another year.

In a review of the outstanding social affairs of the year special attention should be called to the following events:

*The Campus Mixer*, October 8. This was an unusually successful affair from the standpoint of numbers, carefully planned program, and attractive supper.

*The All-College party* held on Saturday, October 26, in celebration of Dads' and Mothers' Day and High School Day. The crowning event of a most successful day was the party held that night with all the visiting High School students as guests of all the College students. The Men's Building lobby and Warner Gymnasium were opened for dancing and both floors were crowded until the closing hour. So much emphasis, however, was put upon the entertainment of High School students that the Dads and Mothers' Day celebration was pushed into the background. For the coming year we have set apart a special day for that traditional affair.

*The All-College Homecoming party*, November 16. The plan of decorating Warner Gymnasium with the banners of alumni classes met with great enthusiasm on the part of the alumni, many of whom were in Oberlin and spent the evening at this party.

*The Conservatory Christmas Prom*, December 14, at the Art Building, and *The Junior Prom*, April 26, also at the Art Building. These two affairs were carefully and economically planned.

*The Senior Ball*, June 17. This was a most successful affair.

The College and Village combined to make possible an opportunity for Ice Skating, by the operation of the old rink on East Lorain Street known as Gayters' rink. The ice was kept in good condition during the winter months; and many students learned to skate. The rink was often crowded. We planned an Ice Carnival, which had to be given up because of an unexpected thaw. We hope to carry the plan out for the coming year.

Just before the Christmas recess a definite move was made by the student body to find a more satisfactory place to dance than the old Recreation Hall in the basement of Rice Hall. Articles were published in the *Review* and much publicity was given to the matter. For several weeks the west rooms of the Men's Building were used. It was soon found that this place was too small, and there were other complications which made the use of that, or any other part of the building for a Recreation Hall seem unwise. After much consideration permission was secured to make a trial use of the Court of Peters Hall. The place proved to be quite adaptable, and during the Christmas vacation the floor was refinished and waxed. There are many points which can be made against such use of a recitation building, but it is an attractive place for dancing and meets with student approval, thus settling the question for the time being. No actual count was kept of the numbers attending, but the evidence was that we had a very much larger attendance than in the old hall.

It is becoming more and more the custom for the men's houses to entertain their women and faculty friends at informal teas, dinners, and evening parties. I am glad that this return of courtesy is becoming traditional.

The close of the first semester of last year marked the end of ten years of service as Recreation Director and the tenth year of the Recreation Program. In that time, while changes and adjustments in policies have been made, in the main the original recommendations stand which were made by the Committee of 1919 who formulated the regulations governing the



program. The curious thing is that our present student body seems to be most cordial in approval of the document, the only complaints being directed toward the lack of suitable places for dancing.

I am certain that the plan for a Recreation Building is very definitely in the minds of the Administrative Officers of the College, and I am simply repeating a plea for such a building in the near future in order to emphasize the great need. Ten years of service with the present equipment and lack of opportunities for development have not dulled my enthusiastic hope for the realization of a building which will provide opportunity for many varied forms of recreation for the leisure hours of our student body.

Respectfully submitted,

ELLEN B. HATCH.

VII. REPORT OF THE HEAD OF THE DEPARTMENT OF  
PHYSICAL EDUCATION FOR MEN

To the President.

Sir:—

The year 1929-30 saw no changes in the personnel of our staff, and the work of the department was more evenly distributed and better administered. In the Intramural Division, Dr. Nichols' second year brought increased results. Mr. Kinsey's second year showed greater effectiveness, both in class work and in coaching. I believe no college of our size is better manned in this department.

Much time of the staff during the second semester was devoted to a revision of the major in Physical Education to meet more fully the demands of the Department of Education of the State of Ohio. Dr. G. E. Moulton and the staff of the Women's Department coöperated with us in this work.

The close of the year was saddened by the tragic death of Professor Paul N. MacEachron through accident on June 1st. Mr. MacEachron was a man of sterling character, high ideals, loyalty, and a passionate love for and devotion to the truth. His influence on the life of the college will be felt for years to come.

For my report on the year's work, I am greatly indebted to both Dr. W. R. Morrison and Dr. J. H. Nichols for their careful and detailed reports. I cannot speak too highly of the care and painstaking detail with which they have made their reports.

*Warner Gymnasium and Physical Education*

Dr. Morrison gives the details of our revised curriculum in the Physical Education major, and points out that for the first time, the program is practically the same for both women and men. He agrees with me that the changes demanded by the State Department of Education increase the emphasis on the professional at a loss to the educational and cultural aspects of our work. The practice-teaching problem remains unsolved.

Increased emphasis was given by Dr. Morrison to instruction



in sex hygiene in the class in Individual Hygiene. It is undoubtedly true that our general student body is not given sufficient guidance in this field. I know of no institution where this problem is satisfactorily solved.

In the required activities courses, a special section was organized for the men unable to carry the regular work. It was taught by Dr. Morrison, and as the group was small, greater individualization was attained. The procedure proved to be very much worth while.

The aims and objectives of our practical courses are continually being studied at our regular staff meetings, and Dr. Morrison has crystallized the discussions of last semester in a new system of grading. After further study, this new system will be put into effect this year.

Admirable as is Warner Gymnasium, it is failing increasingly to meet the demands made upon it.

*Intramural Athletics*

Dr. Nichols' organization of 1928-29 was stabilized and strengthened during the past year. The first edition of an Intramural Handbook was printed and given free distribution. The sanity of having "varsity" teams developed through intramural competition was shown in soccer games with Western Reserve and University of Illinois.

For the first time Conservatory men organized teams and entered intramural competition.

The skating rink, transferred to East Lorain Street, was more satisfactory than last year although there were fewer days of skating. There were 4,052 admissions. Swimming was again made possible by use of the Elyria Y. M. C. A. pool. Dr. Nichols made an Athletic and Recreational Survey of entering students and the results were as follows:

*Sports Arranged According to Interest and Participation  
Before Entering College*

SPORT	NUMBER	PERCENTAGE
Swimming . . . . .	97 . . . . .	73%
Tennis . . . . .	95 . . . . .	70%
Basketball . . . . .	74 . . . . .	55%
Track . . . . .	65 . . . . .	49%
Football . . . . .	56 . . . . .	41%
Skating . . . . .	54 . . . . .	40%

Camping . . . . .	51 . . . . .	38%
Baseball . . . . .	49 . . . . .	36%
Golf . . . . .	40 . . . . .	29%
Playground ball . . . . .	25 . . . . .	18%
Gymnastics . . . . .	20 . . . . .	15%
Wrestling . . . . .	19 . . . . .	14%
Bowling . . . . .	17 . . . . .	13%
Boxing . . . . .	15 . . . . .	11%
Soccer . . . . .	12 . . . . .	8%
Tumbling . . . . .	8 . . . . .	6%
Hockey . . . . .	7 . . . . .	5%

A cumulative participation record was kept. This is a unique piece of work. A record is made of every man's activities for four years. By seasons the participation last year was as follows: Fall, 390; Winter, 384; Spring, 340. In all 477 men participated during the year.

The Intramural Festival was held for the second time; the Sigma Delta Psi and Oberlin Athletic Efficiency tests continued to arouse interest.

Two intercollegiate matches were played in soccer; one in basketball by intramural units. Faculty, Faculty-Student, and Alumni competitions were successfully promoted. We have every reason to feel proud of the progress made in recreational activities under Dr. Nichols' direction.

*Intercollegiate Athletics*

1. Coaching:

- Football: Mr. MacEachron, Mr. Nilsson, Mr. Kiracofe  
Mr. Fleming, '29, (one month)
- Basketball: Mr. MacEachron, Mr. Kiracofe
- Baseball: Mr. Throner, Mr. Nichols
- Track and Cross Country: Mr. Kinsey
- Tennis: Mr. Kiracofe

2. Records of Teams:

(a) Football. The season was disappointing because of overwhelming defeats by Wooster and Miami. Our team was distinguished as the only one able to defeat Akron. Undoubtedly we were severely weakened by the loss of two of our best backs and lack of sturdy material.

(b) Cross Country. A highly commendable showing was made in this splendid sport. Mr. Kinsey's coaching was fine



and the loyalty of the team outstanding. The team won five of the six dual meets, and placed first in the Ohio Conference Meet at Muskingum.

(c) Basketball. The record in basketball was considerably better than that made by the same squad in the season of 1928, yet our team never seemed to attain the degree of skill of which its individual members were capable. Won 5 and lost 7.

(d) Baseball. The baseball team steadily developed through the first five games of the season and reached its zenith in the 10 inning game played at the University of Michigan, which was lost 6-5. After the Michigan trip there was marked loss of morale and skill and the season ended ingloriously with two defeats at the hands of Wooster. It was only in the last game at Wooster that the team played poorly. Of the eleven games played six were defeats, and five were victories.

(e) Track. The track team was well balanced and much too strong for Ohio Conference rivals, but was vanquished easily by Michigan State Normal College and Miami University. It won a closely contested meet from Ohio Wesleyan University, and carried off first honors in the 28th Annual Big Six Meet held at Wooster.

(f) Tennis. The tennis team was probably the best balanced and consequently the most successful team we have had for many years. The team won ten matches, tied one, and lost one.

### *General Comments*

Oberlin's intercollegiate teams as usual were well trained, well coached, and a credit to their coaches and to the college. In spite of our lack of interest in championships, our teams were both feared and admired by our opponents. There was no incident of which we have cause to feel ashamed in the competition of the year.

### *Financial Report*

Through the invaluable assistance of Mr. George M. Jones I again submit the following summarized report of intercollegiate operations for the year:

## SUPPLEMENTARY REPORTS

*Summary*

## RECEIPTS

Football Season of 1929.....	\$17,025.62
Basketball Season of 1930.....	3,477.02
Baseball Season of 1930.....	1,315.80
Track Season of 1930.....	1,214.75
Tennis Season of 1930.....	444.26
General Account, Year 1929-30.....	1,173.38
	<hr/>
	\$24,650.83

## PAYMENTS

Football Season of 1929.....	\$12,357.35
Basketball Season of 1930.....	2,626.21
Baseball Season of 1930.....	1,843.29
Track Season of 1930.....	2,449.05
Tennis Season of 1930.....	668.12
General Account, Year 1929-30.....	2,540.61
	<hr/>
	\$22,484.63
Surplus . . . . .	<hr/>
	\$ 2,166.20

*Summary Statement, August 31, 1930*

Balance on Hand, August 31, 1929.....	\$ 2,471.35
Net Profit, Season of 1929-30.....	2,166.20
	<hr/>
On Hand, August 31, 1930.....	\$ 4,637.55

The above amount is accounted for as follows:

In hands of Treasurer of Associated Organ- izations of Oberlin College .....	\$ 587.55
In hands of Clerk at Athletic Ticket Office...	50.00
In hands of Treasurer of Oberlin College....	4,000.00
	<hr/>
	\$ 4,637.55

It is to be noted that the surplus for the year was about \$1,500 less than last year but to offset this is an expenditure of \$937.55 added to a General Budget appropriation of \$1,000 for team rooms at the stadium, and \$554.00 for a new Ford for the department.

Total receipts for the year show a decrease of \$265.62, while the expenses were \$1,419.46 higher, so that the general surplus for the year is \$2,166.20 as compared with \$3,851.28 for 1928-29.

The athletic field was improved as follows: Six clay tennis courts were resurfaced and two new ones constructed; two team rooms were built under the stadium; concrete curb was built inside the track; concrete floor laid in the tool house.



*Needs*

Field space near Gymnasium

Handball courts (indoor and outdoor)

Squash courts

College golf course

Hard surfaced tennis courts

New Physical Education and Athletic building with swimming pool.

*Intercollegiate Conditions*

(a) Ohio. Unrest and dissatisfaction continued in the Ohio Conference; Wittenberg was forced to resign from the Buckeye Association; disquieting rumors of the activities of alumni, business men, and fraternities in subsidizing athletes were rife. The employment of Mr. George Daniel by the Ohio Conference and the Managers Association as a "Commission" is full of promise.

(b) At Large. The Iowa University incident; Butler University and the North Central Association; an \$18,000 coach at Columbia; long trips; night football; these are not reassuring.

The most gratifying and encouraging feature of the year was the frank and substantial recognition of the vital importance of our department by the administration and trustees. This was shown by the liberal appropriations in the college budget not alone for salaries but also for the extension of facilities and the maintenance of our entire plant, fields as well as gymnasium. This is a source of greatest satisfaction to our staff and a reward for years of constant effort expended toward a unified and dignified department.

Respectfully submitted,

C. W. SAVAGE.

VIII. REPORT OF THE HEAD OF THE DEPARTMENT OF  
PHYSICAL EDUCATION FOR WOMEN

To the President.

Sir:—

The greatest event of the year 1929-30 for us was the announcement of the \$75,000 gift for a swimming pool, from Mr. and Mrs. Winthrop Murray Crane, Jr., and their daughter, Barbara. In August, Walker & Weeks of Cleveland were selected as our architects. This is the realization of a hope long deferred. No more, in rain and snow and sleet, in weather below zero, will the instructor have to get out her car and go without her lunch twice a week to get to a pool nine miles away. No more will the student have to go without her lunch, spend about 3 hours a week, and about \$20 a semester to get an hour of swimming. In addition, the erection of a building on Galpin Field will provide a safe place for storage of field equipment, such as bows and arrows, hockey sticks and balls, etc. It will also provide a windbreak and make target practice possible on Galpin Field.

In spite of our lack of facilities, however, 144 girls went to Elyria to swim last year. Eighteen passed the Examiner's Test, thirteen the Senior Life Saving Test, and nineteen girls learned to swim.

A second important development in our work was the planting of about 2,000 small trees on the west side of our field. These were obtained from the State Forester for a nominal sum, and will make the place much more useful. They will serve as a windbreak, and will add beauty and give seclusion to our recreation field. It is now our desire to have a fringe of larger trees planted in such variety that they will be of interest to the Botany Department, and of such size that we will have immediate benefit from them.

The greatest new problem which arose during the year was in connection with the major. To satisfy the requirements of the State Department of Education it was necessary to re-organize our whole major course, combining some subjects and separ-



ating others. Two semester hours were dropped from the women's requirements, which makes it possible for them to take a little more work in some other field. The courses for women and for men are now almost exactly the same, and I believe that both courses have been greatly improved.

The practice teaching in the public schools is in a very unsatisfactory state. A teacher hired by the Oberlin Board of Education, and not responsible to the college in any way, has charge of the work in the grades. A course in theory and methods is given by a teacher in our department, who is not permitted to supervise the work in the grades. On the other hand, not only is the practice teaching in the high school under a teacher responsible only to the college, but the high school takes no share in the routine. Our teacher is required to be at the high school when the afternoon session opens and remain there until 3:45 p. m. The teacher who is assigned to this work is the one who has general charge of our individual and corrective work. We wish she could take charge of "Health Fundamentals" in our afternoon classes, and have the time to organize more of the recreative sports for the physically handicapped. that they might have a richer experience in team work and in those individual activities which will help to keep them fit while here, and which they can carry on to advantage after they are out of college. The interest in this work in "Health Fundamentals" is marked, both among alumni and friends outside of Oberlin and among the students here.

Our recommendation is that an additional teacher, especially trained in methods of teaching public school physical education and acceptable both to the Superintendent of Schools and to the College, be appointed as a member of our department, and that her particular duties be the teaching of public school methods and the supervision of the practice teaching in both high school and grade schools.

Many problems come up in the teaching of both class work and sports because of our inadequate equipment or the peculiar local conditions. Last year we offered eight sports each semester. In the winter we offered those recreational activities in which we could care for the greatest number indoors. These included basketball, volley ball, clogging, tumbling, and natural dancing. Girls wanting recreation of a different type were

unable to get it because of lack of space, and many who wanted to take part in some of the above activities could not, because of the limited number of hours each week that each activity could be offered.

We need adequate facilities to carry on our work. This need can be met only by a larger building adjacent to the field. The present building is crowded, and is in use every hour of the day. No instructor has an office used for office purposes only, and no one has a corner to which she can go for an hour or two of uninterrupted work.

Our building should be adjacent to the field because of the great difficulty of getting from the gymnasium to the field and back again in the allotted time. This distance alone prevents some with limited time from taking part in any regular recreation.

The matter of offering a second year of work to conservatory women; the matter of developing more work which is suited to the strength, interest, and skill of those who are physically handicapped; and the matter of offering recreation to all who want it, are tied up with the problem of increased space. An adequate and modern building should be erected at the earliest possible time.

Nor are our outdoor facilities adequate, although we have, potentially, one of the finest recreation fields for women in the United States. Our tennis courts have never had sufficient drainage. We need at least twenty adequately drained courts. At least two of these should be of composition. The greater number should be clay, since no entirely satisfactory substitute seems to be known, but the courts should be sufficiently high to make sure of rapid surface drainage. The courts which are to be developed this fall will improve our condition greatly.

For our campcraft work we need to develop our "woods" on the field as fast as it is possible. A made "hill" will add to the interest in campcraft and outdoor winter sports, and to the general beauty and usefulness of the field.

Twenty-six girls attended the pre-school camp at Hanna Cottage. Most of them passed some of the canoe and swimming tests. Eight of them completed the tests. More would have done so had the lake not been rough so many days. We need a camp where we can go for a "summer school" of six weeks or



more. It should have facilities for canoeing, swimming, hiking, campcraft, elementary nature work, and undisturbed concentrated study. It should be far enough away from the main highway to assure its being relatively free from interrupting visitors. At such a camp some of the work, such as courses in physical examination and diagnosis, first aid, and personal hygiene, could be given to advantage, at the same time that the student is learning leadership in recreative activities.

During the year we brought to the campus Miss Mabel Lee from the University of Nebraska, president of the Mid-West and vice-president of the National Physical Education Association; Dr. Jay B. Nash of New York University; and Marion Knighton of Sarah Lawrence College, author of several books on sports and dancing.

In regard to the life of Oberlin in general, I believe it would be desirable to clear the hours of the late afternoon, at least on some days, for recreational purposes for both students and faculty, and at the same time provide recreation sufficient for all at that time. Many of our conscientious students, especially women, who have not had a rich play experience in the past, fail to get the most out of life here, because of the lack of valuable recreation.

Miss Edwards suggests that it would be desirable to put more emphasis on outdoor recreation for mixed groups. She says in part:

The men have their own recreational facilities, and the women have theirs, but when the two groups mix they usually have dancing or parties of a formal nature. There is need of informal outdoor recreation for them. This should be in addition to the separate intramural programs of the two departments of Physical Education. The dormitories might coöperate by having dinner at 6:30 in the fall and spring, and the dancing indoors could be postponed until the winter season.

Respectfully submitted,

GERTRUDE E. MOULTON.

## IX. REPORT OF THE LIBRARIAN

To the President.

Sir:—

It is a pleasure to begin this report for the year 1929-30 with a mention of the improvement of the physical condition of the main Library building, and to express appreciation of the generous action of the Executive Committee of the Board of Trustees, which made such improvement possible. The redecoration of the first and second floors, the partial refurnishing of the seminars on the third and fourth floors, and the installation of a new electric clock system, have worked an almost unbelievable transformation. The removal of the grime of years, and the change in color from dark greens and dark browns to shades of tan, have brightened the reading rooms and made the Library, though still inadequate in size, at least a building of which we need not be ashamed.

Two other things seem worthy of note in this general summary of the year. The collection of theological works purchased from the estate of Professor Loofs of the University of Halle, and given to the College by Mr. Noah three years ago, have practically all been cataloged. The duplicates have been listed and many of them sold at a good price to other libraries. The additions to our Library totalled about three thousand volumes.

The Village Council and the Board of Education very generously agreed to increase the amount of money paid by them toward the maintenance of the Open Shelf Room and the Boys and Girls Library for the year 1931. Therefore our stipend will be increased from \$1,600 to \$3,000. Of this amount, \$1,800 will be paid by the Village, instead of \$800; and \$1,200 by the Board of Education, instead of \$800. Part of this money will be used for new books, part for rebinding and repair work, and part for the replacement of books too shabby to be used any longer. It is fitting that this evidence of the progressive spirit of these two boards should be recorded here and acknowledged with thanks.



*Growth of the Library*

The gross accessions were 14,836 bound volumes, acquired as follows: by purchase, 8,572; by gift or exchange, 4,887; by binding periodicals, 1,377. The gross pamphlet accessions were 5,016, largely gifts or exchanges. Deducting 386 bound volumes which replaced worn-out copies, and 2,734 bound volumes and 2,653 pamphlets which were discarded, the net gain is 11,716 bound volumes and 2,363 pamphlets. The unusual number of rejected volumes is due to a thorough overhauling of the Open Shelf Room collection and the discarding of quantities of novels which were worn out or no longer called for. Some of these were replaced and others were not. The pamphlets represent a part of the college catalogs which were transferred from the main stacks to storage.

There were actually cataloged and sent to the stacks 13,886 bound volumes and 5,016 pamphlets. The main card catalog was increased by 57,192 cards; 11,756 were added to the catalogs of department libraries.

The Library contained on August 31, 1930:

Bound volumes .....	323,216
Unbound volumes and pamphlets .....	207,324
Unbound volumes of newspapers (estimated) ....	7,570
Magazines, incomplete volumes .....	23,200
Maps and charts (estimated) .....	7,635
Photographs, prints, etc. (estimated) .....	4,425

*Purchases.* Our purchases represent a variety of interests, and include a number of long sought out-of-print books and several partial or complete sets of periodicals. Any one interested in botanical research or in Spanish literature will rejoice in the books which Professors Grover and Sturgis purchased for the Library while they were abroad. A notable addition to our Spanish collection is a group of historical romances of the period between 1830 and 1850. Though Spanish novels of this period are becoming increasingly difficult to procure, because many bibliophiles collect them for their typography or plates, we are now the possessor of a fine lot of material in this field which Professor Sturgis will use as the basis for an interesting study. The purchase of this collection was made possible by grants from the American Council of Learned Societies and our own faculty Committee on Productive Research. Professor Grover has added many excellent titles to our collection on the

history of botany. Among them are: Caesalpinus, *De Plantis* (1583); Hermann, *Paradisus Batavus* (1698); Pritzel, *Iconum Botanicarum Index Londinensis*; Ray, *Historia Plantarum* (1686-1704).

We have completed our set of the *Archiv für die Gesamte Psychologie*, and by acquiring volumes 1 to 52 of the *Revue Philosophique de la France et de l'Etranger* have practically completed our set of this valuable journal. Complete sets of *Archiv für Literaturgeschichte* and *Bibliotheca Mathematica*, and the first ten volumes of *Mathematische Annalen* were added. Perhaps the most costly single purchase of the year was volumes 1 to 10 of the *Chinese Repository*. It seemed worth while, however, to use some of the Crane gift for this, because these volumes, added to what we already had, give us nearly all of one of the choicest periodicals relating to China. There are in existence very few complete sets of the *Repository*.

Excellent additions to our reference collection are: Covarrubias, *Tesoro de la lengua castellana, o española* (1611); Godfroy, *Dictionnaire de l'ancienne langue française*; Lane, *Arabic-English Lexicon*; and Huguet, *Dictionnaire de la langue française du seizième siècle*.

A few of the many other valuable and interesting items are: Charlevoix, *Histoire et Description Générale de la Nouvelle France* (1744); Lecomte, *Memoirs and Observations . . . Made in a Late Journey through the Empire of China* (1698); LeSage, *Oeuvres choisies* (1783); Meredith, *Works* (memorial edition); and Scarron, *Oeuvres* (1715-1720).

*Gifts.* Books and periodicals have been contributed in gratifyingly large numbers, the gifts of books alone totalling somewhat over 2,100 volumes. An appeal for local historical material met with a generous response, and many old pamphlets, programs, and miscellaneous items have come in. A number of valuable public records were entrusted to us for safe-keeping: some early records and papers of the First Church, the Second Church, and the Oberlin Temperance Alliance; old accounts, minutes, and secretary's book of the Oberlin Hospital Association; Ordinances of the Board of Health, 1893-97; and a volume of the records of the Medina Association of Congregational Churches, which was deposited by Miss Elizabeth Rich, of Elyria.

To Mr. Charles Monroe and Mrs. Emma Monroe Fitch, we are



indebted for several boxes containing valuable records of the activities of President Finney and Professor Monroe, as well as journals and account books of great interest. The receipt of more of the records of the Ladies' Literary Society has helped us to complete our files relating to the oldest of our literary societies. The Reverend Dan F. Bradley, '82, gave us the manuscript journals kept by his father, the Reverend Dan Beach Bradley, from 1832 to 1846. There are twenty-six volumes and a number of letters full of valuable material covering much of Doctor Bradley's active career as a pioneer medical missionary in Siam. Since we have found it practically impossible to buy the volumes of the *New York Times* which we very much needed to complete our file, we appreciate the thirty-one volumes which came from the Library of the Massachusetts Agricultural College. This file covers the years 1914-1918, inclusive, and is of the utmost value to us. Mr. and Mrs. R. E. Simon of New York are sending us the volumes of the new *Encyclopaedia of the Social Sciences* as they appear, another valuable gift the worth of which will increase as time goes on. Other gifts worthy of special mention are a set of fifteen volumes of the *New York Genealogical and Biographical Record*, from the Public Library of Plainfield, New Jersey; the first six volumes of Lepsius, *Die grosse Politik der europäischen Kabinette*, 1871-1914, which came from the Vassar College Library; and two volumes of *L'Etat de la France* (printed in 1686) given by Professor Jameson.

An attempt has been made to procure from the alumni and faculty any of their publications which were not in our collection of the works of Oberlin authors and composers. Friendly responses were made to most of our requests and publications of the following were added during the year: Members of the faculty, Professors F. B. Artz, '16, Mary M. Belden, '03, G. W. Fiske, Oscar Jászi, Cony Sturgis, A. I. Taft. From alumni not faculty members, W. S. Ament, '10, Frederick F. Blachly, '11, Miriam Oatman, '12, Sydney B. Brown, '08, Frances Densmore, h-'24, Clark B. Firestone, '91, Florence Chaney Geiser, '11, Norman L. Hill, '17, Leonard V. Koos, '07, Harley L. Lutz, '07, Helen Martin, '11, R. A. Millikan, '91, W. E. Mosher, '99, Marion R. Stoll, '24, Anna Louise Strong, '05, Sydney Strong, '81, Kenneth R. Umfleet, c'25, Jesse F. Williams, '09, Carl Herman Ohly, ex-'87.

Lack of space prevents the naming of numerous other friends of the Library who have sent gifts both large and small of books and periodicals. Acknowledgment will, however, be made in the local newspaper.

Mention should be made here of two fine pictures which have added much to the appearance of the Boys and Girls Library. One of these is the gift of Miss Helen Martin of the Class of 1911; the other is a memorial to Mrs. Hallie Thomas Cline, who was in charge of this room during the year 1914-15. Mrs. Cline died in China in 1929. This memorial is the gift of her husband and children.

### *Use of the Library*

A comparison with the figures of last year shows that the Library taken as a whole has made a considerable gain both in the number of borrowers and in the number of volumes used. The circulation of 99,338 totalled 3,850 more than in 1928-29. This shows very decidedly a healthy increase in the reading done by students, both in the books assigned to supplement classroom instruction and in general recreational fields. A slight decrease in the number of books drawn from the stacks is more than offset by the increased use of the Reserve Alcove and the Open Shelf Room, where the rental collection has been very popular. It is interesting to note that in this department the students read chiefly modern fiction of a decidedly high grade, poetry, philosophy, and drama. Borrowers were registered in the three lending rooms as follows:

Students and faculty .....	3,186
Residents of the Oberlin Union School District ....	2,550
Students of the Oberlin Kindergarten Training School	214
Students of the Oberlin School of Commerce .....	50
People residing outside of Oberlin .....	147
Visitors in Oberlin .....	41
Total .....	6,188

It should be understood that these figures represent borrowers registered, not individuals served. There is considerable duplication involved, since many borrowers draw from two or even three of the lending agencies. A careful check of the records reveals that 4,115 individuals drew books from the Library:



Students and faculty .....	1,816
Residents of the Oberlin Union School District .....	1,949
Students of the Oberlin Kindergarten Training School .....	131
Students of the Oberlin School of Commerce .....	46
People residing outside of Oberlin .....	132
Visitors in Oberlin .....	41
Total .....	4,115

Three hundred and fifty-eight permits were issued for the use of the seminars. This represents considerable duplication, as many students have permits to several seminars. The number of individual users is, of course, much smaller.

As in former years, interesting queries came to the Reference Department from people outside of Oberlin. A number of professors and graduate students in other colleges found here material for dissertations and publications of various sorts. Many books were loaned, and photostat copies were furnished of some of the more valuable material. Material was furnished for the article on President Mahan which will appear in a forthcoming volume of the Dictionary of American Biography. Mr. Douglas McMurtrie, in preparing a book on American printing, found among our pamphlets some unique products of the Indian missionary presses.

### *Other Work of the Year*

*Library Bulletin.* After a lapse of eight years, the publication of the Oberlin College Library Bulletin has been resumed. The first number of the new volume bears the title "Going West to College in the Thirties." It is a selection from our files of letters written home by students during the first years of Oberlin's existence, and was arranged and edited by Professor R. S. Fletcher. It is hoped that others of our manuscripts may be published and that members of the faculty will contribute bibliographical or other material which can be published in the Bulletin.

*Duplicates.* While the major part of the duplicate collection was disposed of year before last, many bound periodicals were retained. During this year a number of these sets and also some of the other duplicates more recently received were disposed of. Sales to students and faculty brought in about one hundred dollars. Seven lists of duplicate books were made and mailed to other libraries. Many unbound duplicate periodicals have

been sold to the H. W. Wilson Company, and our bound sets have all been listed in their Coöperative Clearing House Catalog. Although this catalog was not printed until late in June, we sold and received credit for \$216.21 worth of periodicals. This credit brings the total value of duplicates sold during 1929-30 to \$805.43.

*Binding.* Under the direction of Miss Hefling the work of the Binding Department has been reorganized. A change in binderies has not only given us better service and better binding, but has effected a small reduction in the cost per volume. The quality of the repair work done in our own building has been greatly improved. Torn pages, worn backstrips and loose hinges are carefully attended to in an endeavor to prolong the life of the book before a more expensive rebinding is needed.

*Staff Publications.* During the year the F. W. Faxon Company published *An Index to Contemporary Biography and Criticism* compiled by Miss Hefling and Miss Eva Richards of the El Paso Public Library. Miss Grosh collaborated with Miss Florence Hellman of the Library of Congress in the preparation of a Bibliography of the Writings of Professor Root. This will be published as one of the Papers of the Bibliographical Society of America.

### *Needs of the Library*

The number of books in storage is as good an indication as can be given of the crowded condition of the Library. A total of 36,840 accessioned volumes and almost 35,000 pamphlets are in store rooms outside the Library. We have completely filled the attics of Warner Hall, Rice Hall, and the Men's Building, as well as the entire house at 134 West Lorain Street. While we have used as yet but about a third of the space in the house at 124 West Lorain Street, this building will probably be filled by the end of the college year 1930-31. The situation is indeed critical. The policy has been to withdraw from the main stack such books as receive little or no use, and there are probably many more which can be so disposed of; but in another year or so we will reach a point where it will be difficult to make selections for this purpose. Moreover, the fire hazard is increasing with the use of wooden houses as storage places. There is no objection to storing a pretty good proportion of our book stock away from



the Library, for probably twenty per cent of it is used very infrequently and simply crowds the shelves which should be used for more valuable material. It seems sensible, too, to consider the main stack room as housing only a live collection, and not to use expensive construction to take care of dead or little used material. Yet it is, I believe, the Library's function to gather books and to preserve them, no matter how useless some of them may appear to the casual observer. It is not reactionary to say that every book is of use to someone sometime.

We should erect soon on college property, but not necessarily near the Library, a storage building of the warehouse type to care for fifty or perhaps sixty thousand volumes. It would not be difficult, even, to keep this building open during part of the day, to have it properly heated and lighted so that, if necessary, students might work there when it was found impossible to bring the books to the main Library. The cost of erection would be less than that of an equal amount of standard stack, and the cost of administration would be slight. In making this proposal I would not, however, minimize the need of a larger stack in the main building; for the Library, growing at the present rate, should double its size in twenty years.

Second only to the need of stack space is the need of room for the administrative departments of the Library. The lighting is bad, the ventilation worse, and the floor space is utterly insufficient. The average amount of floor space per person is about fifty square feet—but little more than half the normal allowance made in offices. It is absolutely necessary that a new building or a very generous addition to the present one be built soon. This new construction should be large enough to double the present stack space, double the working space, double the space for seminars, and greatly increase our space for undergraduate reading.

Next year two department libraries must be provided with full-time librarians. The Art Library taken as a unit probably represents a greater investment than any of the other department collections, and it is now quite without any supervision except what can be given from Professor Ward's office. This is not enough. The collection is large, and the constantly increasing enrolment in the department makes it exceedingly difficult for Professor Ward's assistant to find time to give the

students proper assistance or to keep the collection in order. Moreover, valuable books have disappeared during the past year, and we cannot afford to have this continue. This library needs the services of someone who can give it full time and the attention it deserves.

The new library of the Graduate School of Theology will also have to be supervised. While the enrolment here presents no such problem as that of the Department of Art, the collection will number perhaps eight thousand volumes, and it can hardly be left untended or trusted to student assistants.

The proper staffing of these two libraries, and the erection of a fireproof storage building, are the most immediate needs of the Library. I hope that adequate provision can be made in next year's budget for these items.

Respectfully submitted,

JULIAN S. FOWLER.



## X. REPORT OF THE DIRECTOR OF THE ART MUSEUM

To the President.

Sir:—

During this year, a few changes have been made in the arrangement of objects in the Art Museum. Two cases have been purchased, one for the temporary exhibit room and one for exhibits, manuscripts, books or prints. Printed and permanent labels have been made for all the casts in the sculpture court. The work on the permanent catalogue is progressing, and in the meantime, Mrs. King is making temporary catalogues for certain groups of exhibits.

There has been increased use of the galleries for work in the practice of art, and the number of visitors has steadily increased. The museum is still greatly in need of storage space and of funds to purchase objects from time to time to enrich the collections.

The Baldwin Wood Lectureship has again proved of great importance and the lectures held at the museum have been largely attended and much appreciated.

### *Lectures*

The public lectures by Professors Martin, Morey, Peers, and Sachs, given under the auspices of the Museum, are referred to in my departmental report. In addition to these lectures Dr. F. P. Keppel, President of the Carnegie Corporation, gave an important talk before a group of friends of the Museum on the work of the corporation in Fine Arts and Adult Education.

### *Exhibitions*

September: Exhibition of large color reproductions of Old Masters selected from the collection belonging to the Museum.

October: Watercolor Rotary circulated by the American Federation of Art.

November: Exhibition of Original Manuscripts and Books Illustrating the Art of the Book from the 11th century down to the present day. Loaned by Professor Frederick B. Artz. Italian 15th century Antiphonarium and a 17th century

Leggio loaned by Mr. R. H. Barker of Cleveland. Gallery talks were given in connection with this exhibition by Professor Artz and Mr. Fowler.

December: Architectural Drawings by Students of Princeton. Pottery Exhibit from the Rookwood Pottery and Sebring Pottery.

January 13 to February 1: Exhibition of Modern Oils, Watercolours, Prints and Sculpture circulated by the College Art Association. Exhibition of Ceramic Sculpture from the Cowan Pottery.

February 1 to March 12: Exhibition of Modern Watercolours. Circulated by the American Federation of Art. Group of 14 watercolours by Thornton Oakley loaned by the Artist.

March 12 to 21: Exhibition of the entire collection of Oriental Rugs belonging to the Museum. Group of Lalique Glass, loaned by Professor and Mrs. L. E. Lord.

March 22 to April 19: Exhibition of Japanese and English Pottery and Textiles circulated by the Harvard Society of Contemporary Art.

April 19 to June 1: Exhibition of Etchings and Engravings. Loaned by Frederick Keppel and Co. of New York. A Gallery talk on etchings was given by Miss Julia Severance. Exhibition of Early English and American Glass. Loaned by Mr. and Mrs. H. G. Barker of Cleveland.

June 1 to September: Exhibition of students' work in the Practical Arts Department.

#### *Accessions by Gift*

American 18th Century quilted bedcover of hand woven linen and wool. Gift of Miss Frances D. Gage of Cambridge, Mass.

Chinese 19th Century (early) Large Bronze Temple Bell: from the Temple of the Goddess of Great Mercy, Hanchow. Gift of Dr. H. H. Kung, '06.

#### *Accessions by Purchase*

Ceramic Figures of the Madonna, by Guy Cowan.

Etching, "The Environs of Rome," by Jean B. Corot.

Respectfully submitted,

CLARENCE WARD.



## XI. REPORT OF THE SUPERINTENDENT OF BUILDINGS AND GROUNDS

To the President.

Sir:

The year of 1929-30 has been one of improvement rather than repair.

The passing of Council Hall and the starting of the new Theological Group are of course the outstanding things.

The installation of the new storm water drainage system, together with sanitary relief sewers will, we hope, give us relief from flooded basements and provide proper drainage for future buildings.

The Open Air Theatre has been started and should be a valuable thing for Dramatic and other Associations.

The Maintenance Shops were moved to make room for new buildings, and now for the first time our various trades are housed together in buildings at the corner of East College and Willard Court. This will add greatly to the ease and efficiency of the Maintenance work.

Warner Gymnasium was equipped with a new lighting system, and we now have a gymnasium and basket-ball floor so lighted as to meet the requirements of the U. S. Bureau of Standards.

A new clock system was installed in Carnegie Library, and to this were connected the class gongs and Chapel Chimes, so that for the first time our various time and signal systems are synchronized.

A new elevator was installed in Warner Hall, which greatly reduces the time spent in going from floor to floor.

Exterior painting of the following buildings has improved their appearance: West Lodge, Geography, Botany, Warner Hall, Rice Hall, Art Building, Administration, Severance Laboratory, and the Chapel. Interior painting was a great improvement to the Chapel, Carnegie Library, and the Public Space of the Men's Building.

I am glad to report that the condition of the plant at large is much improved.

The Department feels keenly the loss by death of two old and valuable employees: Charles MacChesney, Chief Engineer of the Heating Plant, and W. W. Darling, Head Plumber.

Respectfully submitted,

D. E. LYON.



PART II  
SUPPLEMENTARY REPORTS

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B. Report of the Dean of the College  
of Arts and Sciences





B. REPORT OF THE DEAN OF THE COLLEGE OF  
ARTS AND SCIENCES

To the President.

Sir:—

I have the honor to present herewith my twentieth annual report for the College of Arts and Sciences, covering the work of the year 1929-30.

I. *The Faculty*

Changes in the Faculty were rather more numerous in the year under review than usual. Six teachers returned from leave of absence, six were on leave for the year, two were on leave for the first semester, and two for the second semester. Eleven new teachers entered the service of the College, twelve withdrew and one retired at the end of the year. The names in each group are to be found in the President's report.

II. *Faculty Actions*

The first important business of the year was approval of the plans for High School Day, which was held on the 26th of October. The central feature of this day was the group of ten Prize Scholarship Examinations, in which the candidates competed for twenty scholarships for the freshman year, one in each department to the highest man and one to the highest woman. While the competitors were writing, their parents, teachers, and friends visited classes and laboratories, were conducted on tours of the campus, or were spectators at games and general recreation exercises under the supervision of the department of Physical Education. After a luncheon tendered by the College to the competitors, their teachers and friends, all visitors were guests of the College at the football game between Oberlin and the University of Akron, and then attended an informal reception given by President Wilkins, members of the Oberlin Faculty, and student leaders. In the evening there was a bonfire and campus sing, followed by an all-college dance. The event went off very well and gave, we believe, a favorable im-

pression of the College to all the visitors. The examinations resulted in the award of the twenty scholarships to ten men and ten women from sixteen high schools, of which number two were from outside the state. Honorable mention was awarded to an equal number of competitors, and the candidates so distinguished were designated as alternates for the scholarships.

The question of grades and grading occupied the attention of the Faculty during the major part of the year. At the first meeting in October, the Faculty voted to request the Faculty-Student Conference Committee to study again the plan, voted in the preceding year, of withholding information from students about their grades. The Committee presented a report on the 5th of November, recommending the restoration of the former plan of reporting their grades in literal form to all students. The Faculty referred this recommendation to a special committee of seven, which reported a recommendation that their grades be reported to freshmen and sophomores, but not to juniors and seniors. The Faculty amended this report so as to return to the former system for all students, except that grades might be withheld from juniors and seniors upon their own request. The Faculty also adopted a recommendation of the Committee that yet another special committee should be appointed, to make a further study of the entire grading system with a view to its improvement. This Committee presented an elaborate report on the 15th of April, discussing the function of a grading system, the requirements necessary to perform the function adequately, the extent to which the present grading system possesses these requirements, and, finally, the possibility of devising a new grading system that would perform the function more adequately. The conclusions of the Committee were that the present grading system lacks uniformity, that it has become generally more lenient in recent years, and that it would be wise to adopt in its place a ranking system. This recommendation, after thorough discussion by the Faculty, was adopted. It means that each instructor is to report to the Registrar's office at the end of the semester, in place of the literal grade heretofore awarded, a statement of the student's scholarship rank in his class and the number of members of the class. An additional list of students conditioned or failing in the course is also reported by the instructor. The Registrar then changes the student's rank into a



score arbitrarily assigned to that rank in a class of that size. This score is taken in each case from a chart constructed for the purpose of equalizing differences arising from the different sizes of classes. Each score is multiplied by the number of hours credit for the course, and each semester the products are added and the sum is divided by the total number of hours in the student's schedule. The result is a composite semester average, by which the student's scholastic standing in comparison with his fellows is determined. It is obvious that the plan is based upon the modern pedagogical doctrine that the proper function of the student's grade is to show how he ranks in a representative body of students in the course, rather than the teacher's judgment of the quality of his work as measured by any sort of ideal or absolute scale. The plan has never been tried anywhere before, so far as we know, in exactly the form that has been adopted here.

The Summer Session was the next subject of study by the Faculty. The reduction in numbers in the past two years and the heavy deficit in 1929 made it necessary to raise seriously the question of possible discontinuance of the Session. A committee was appointed early in the year to study the situation. Its deliberations resulted in a recommendation to shorten the session from eight weeks to six weeks, to offer more graduate courses than usual, and to make a special effort to interest teachers in Lorain County in the offerings of the session. The recommendations were approved by the Faculty and by the Budget Committee, and the ensuing session came through without a deficit. It is hoped that a plan has now been evolved by which the Summer Session may be maintained on a firm foundation.

Another question upon which the Faculty spent some time was that of Teacher Training in the College. The pressure of the state requirements for certification has for some years been so heavy that much dissatisfaction has been voiced by college teachers over the limitation imposed upon a student's curriculum by these requirements. After a considerable amount of study by the department of Education and the administrative officers of the College, a recommendation was presented to the Faculty for the adoption of a plan requiring five years to prepare for teaching in secondary schools. The plan involves careful selection of candidates for training, on the basis of high intelligence tests and

excellent records in college, and counting only 12 hours of professional education courses in the undergraduate curriculum and a further 12 hours, including supervised teaching, in a graduate year. In this graduate year the candidate's main study will be a continuation of his undergraduate major subject, for which, with the professional courses as his minor, he will receive the A.M. degree at the end of his fifth year. A definite part of the plan is an effort to secure decidedly better positions for the students who take this training than have been available for those who have had only four years of such work. The plan is being put into effect gradually, in such a way that the supervised teaching will be available only to graduates in the year 1932-33 and thereafter. Meantime the amount of professional education that can be counted toward the A. B. degree by those who are planning for certification is gradually being reduced, until it shall reach the maximum prescribed in the new plan. The recommendation for approval of the plan by the Faculty was adopted on the 4th of February.

The only other especially significant action by the Faculty was approval, late in the year, of an experiment with regard to the admission requirement in foreign languages. Candidates who have not had the two units of Latin required for admission have heretofore been required to take Latin 1-2 in the College to make up the deficiency. It is not a satisfactory arrangement because, while Latin in the high school is considered a very valuable piece of training in preparation for college work, it is not so valuable when taken in college to meet a deficiency and when such a multitude of other subjects is in competition with it for the student's attention. It has not hitherto seemed at all feasible to release candidates from this deficiency in any other way. This year, on recommendation of the Committee on Admissions, it was voted to offer a small number of candidates, not over 15, with fine high school records but with this deficiency in their requirements, the privilege of taking additional modern language to make up the deficiency. The idea was that we might thus discover whether students of fine natural ability who omitted the study of Latin in high school could and would do quite as well in college work after making up the deficiency in this way. The experiment proved nothing in this respect, however, for of the 11 students to whom the opportunity was finally



offered, only one accepted it. The other 10 chose to take the Latin, in accordance with the regular long-standing requirement. The only result of the experiment for this year seems to have been to show that the objection commonly voiced to taking the Latin course in college is not so much a specific protest against this subject as a general unwillingness to take any additional foreign language at all for this purpose.

### III. *The Work of Committees*

*The Committee on Curriculum.* President Wilkins, as Chairman, reports that the Committee reviewed its work of the previous year. The analysis of the "seven main fields of human interest" contained in the tentative report of that year was left without essential modification, but the plan of requirements, by which each student was to take at least one course in each of the seven fields and more than one in certain fields, was modified by a division of its contents into two classes of courses, one required, the other strongly recommended. This was done to remove the quantitative rigidity of the original plan. The revised plan appears in tabular form on page 37 of the Announcement of Courses for 1930-31.

A further action of the Committee was to recommend the establishment of a Board of Advisers, of which the Dean of the College should be chairman, with the understanding that "each member of this Board will be the individual adviser of a certain number of advisees; that his main duty will consist in advising freshmen in their second semester with regard to their choice of studies for their sophomore year; and that he will be available also for consultation on other occasions as the advisee may desire."

Recommendations of the Committee with regard to the work of the last two years were as follows:

#### *With Regard to the Major Study*

1) That, as at present, each student at the close of the sophomore year elect a department in which to do his major work;

2) That, as at present, his selection of courses within his major be under the direction of the department which he chooses as his major department;

- 3) That the major work be intensive and truly sequential;
- 4) That the major consist of not less than 24 and not more than 36 semester hours within the department—except under authorization from the Committee on Curriculum;
- 5) That the department may at its discretion assign to major students special work of a creative or research character and may accept such work in lieu of a limited amount—not to exceed six hours—of the course work which would normally be taken in that department;
- 6) That the department be free to advise the selection of certain courses outside the department but not to require them—except under authorization from the Committee on Curriculum;
- 7) That a student desiring a special major—this is, a major other than a departmental major—may submit plans for such a special major to the Committee on Curriculum and may, if these plans are approved, pursue such a special major under the direction of that Committee.

*With Regard to Elective Studies*

- 8) That during the last two years the student's selection of courses outside his major be his own—with the understanding that he may have, if he desires, the advice of a Committee on Elective Studies;
- 9) That, as at present, not more than 40 semester hours in all may be taken in a given department;
- 10) That any student, with the approval of the Committee on Elective Studies, may during his junior or senior year substitute a private course of reading for a limited amount—not to exceed three hours—of the course work which he would normally take outside his major department. Plans for such work must be submitted to the Committee when approval is asked; and at the conclusion of the work credit will be given according as the Committee may determine.

The recommendations numbered 5 and 10 represent a marked advance, in the judgment of the Committee, in the establishment of freedom for reasoned individual variation from the general curricular plan. The recommendation numbered 8, which points in the same direction, is carried over from the previous curricular plan.



This report of the Committee was adopted by the College Faculty on March 4, 1930, and is to be put into effect for students entering in September of the coming year.

*Committee on Graduate Study.* Professor Rogers, Chairman of this Committee, reports that there were 48 graduate students registered in the year, and that the degree of Master of Arts was granted to 27 persons. Both of these numbers are somewhat smaller than for some years previous. Important actions taken by the Committee were approval of the plan for a five-year course preparatory to high school teaching, and two recommendations: (1) that no graduate student be at once admitted to candidacy for the degree of Master of Arts in a field in which he has done major work as an undergraduate, but in which he has not attained an average of B; and (2) that the degree of Master of Arts be not conferred upon a student working in a field other than his undergraduate major until he shall have completed in addition to his 30 hours of graduate work not less than 24 hours, either graduate or undergraduate, in the same field, or in a field acceptable to the department concerned. The action in regard to the five-year plan preparatory to teaching was adopted by the Faculty; the other recommendations are still to be put before that body. A further recommendation that a Shansi School scholarship be established, to release the holders from term bills during the period of study in Oberlin, was adopted by the Faculty. It was understood that these term bills are not to be a charge against the regular graduate scholarships previously existing.

Professor Rogers further reports that the work of the Committee, especially of its chairman, has become increasingly heavy in the past year. Correspondence relative to graduate work and to applications of candidates for scholarships and fellowships, together with the collection and arrangement of data in regard to the candidates, occupied considerably more than two hours a day in the whole of the second semester. Another fact reported is that the Committee's experience in the granting of graduate fellowships has not been wholly satisfactory. In spite of all the care with which the Committee has examined the records of all applicants, the candidates brought to Oberlin have not been in all cases well adapted to serve as examples of scholarly habit

and attainment. A matter of interest was the establishment of a graduate students' group. The initiative for the formation of this organization came from within the group, and the design was to provide meetings in which the graduate students might become acquainted with each other and have opportunity to discuss their common problems. More provision for social affairs and better housing arrangements for the graduates would be of great value to the students.

*The Committee on Honors.* This Committee wrestled again with the problem of making the Honors work attractive to a larger number of the abler students and of securing for them better results from their work in Honors. In spite of a strong difference of opinion in the Committee, it was decided to retain for another year the practice of requiring a minimum general average in the last two years for each grade of Honors. The requirement of a B grade for *cum laude* was left unchanged, as was also that of B+ for *magna cum laude*, but the requirement of A, equivalent to 92 on a numerical scale, for *summa cum laude* was reduced to 90. The number of *summa cum laude* degrees granted under this requirement was six, in contrast with three awarded the previous year. It is probably the universal feeling of the Committee that the proportion of awards in the highest grade should always be small, but that a great many more students should try for Honors than now do. The number of juniors applying for admission as candidates was only 15, just half of the corresponding number for the two years preceding. The problem will be worked over again in the coming year.

#### IV. *Reports of the Faculty*

*Animal Ecology.* Professor Lynds Jones, who retired at the end of the year after 38 years of service, regrets that the importance of Ecology in the curriculum is apparently to be greatly reduced. He points out that the College has been providing this work since 1908, that many universities and colleges are giving increasing emphasis to it, that alumni who have taken the work consider it a mistake to discontinue it, and that students wish to take it. Ecology makes, he feels, a far larger contribution in the field of general education than does any other one science, because it relates life directly to environment.



*Astronomy.* Professor Carr found the most important developments of the year in the use of the new telescope, the increased amount of student assistance available, the extended use of the Astronomy room for laboratory work, and more numerous conferences with individual students. Considerable equipment was added, and a room was partitioned off for storage space. Mr. Carr repeats his hope that when more space is available the course may become one of the regular laboratory courses available for meeting the science requirement. Needs for the work are a transit, a good clock mounted on solid piers on vibration-proof mounting, a spectro-helioscope, spectroscopes, measuring machines for spectroscopic parallax and photometric work, and a cabinet in the dome for accessories to the telescope.

*Bible and Christian Religion.* Professor Fitch reports the presence of a graduate student and an Honors student, each for the first time in the department, and seven major students. This development intensified the problem of planning programs adapted to the needs of undergraduates doing advanced work in the department, and that of correlating the courses so as to make the major work intensive and sequential. It should be made possible to offer some advanced courses designed especially for the major students. Another need is of courses in religious education adapted to the college student as the courses in that subject in the School of Theology are adapted to the needs of theological students. A room adequately furnished and equipped for the special work of the department, and an increased amount of instruction, are further needs of the department.

*Botany.* Professor Grover spent the year on sabbatical leave, visiting more than 20 botanical gardens and nearly 50 laboratories, herbaria, and scientific museums in Europe. Traveling in a touring car, he became acquainted with the general features of the vegetation of the various countries and of their topography and geology. He secured a considerable number of plants, especially fungi, for the herbarium, sent several shipments of rose fruits to the University of Michigan for their study of inheritance in roses, and arranged with some of the larger herbaria for exchange of plants with our herbarium. Considerable time was given to a search for important early books. Some rare and important exsiccatae of mosses, hepatica and algae

were also secured. On account of the connection with his course in Evolution, Mr. Grover visited a number of places where discoveries of early man have been made and are now being made, made some excavations, and secured a considerable number of implements of Paleolithic and Neolithic man. He found that the College might secure for teaching purposes a representative collection of skeletons and skeletal casts of the primitive races of man, and collections illustrating the development of their industry and art, if we do not delay too long in beginning such a collection.

Professor S. P. Nichols first organized the work of the department so that the extra responsibility due to Professor Grover's absence might be distributed and not be burdensome to any individual, by assigning the herbarium and all taxonomic problems to Mr. Jones, the laboratory work of the general course as usual to Miss Bails, with Mr. Husted assisting in the laboratory, and Miss Williams in the quizzes and laboratories. Miss Nichols herself gave the lectures in the general course, supervised the research, took general oversight of the work in laboratories and greenhouse, and cared for the departmental correspondence. A serious problem in the year was the unsatisfactory service of the local bookstores, which leads Doctor Nichols to raise the question of a college bookstore, or some other means of furnishing equipment now secured through those stores. Another need is a wider range of living plant forms that do not grow in this region. Some seedlings of sequoias and other gymnosperms have been set out on the Johnson grounds.

Mr. George T. Jones spent considerable time in cataloguing and cross-indexing the collection of slides owned by the department. Several hundred slides were added to the collection in the course of the year. He emphasizes, as in previous years, the need of enlarging the greenhouse space.

*Chemistry.* Professor Holmes comments on the good fortune of the department in securing Doctor Niederhauser to substitute for Professor Chapin for the year, and on the number of graduate students and seniors who went on for graduate work at the end of the year. Twenty-one such students hold appointments of honor in a dozen or more of the leading institutions of the country. A member of the freshman class won a \$500 prize in a national contest of essays on chemistry subjects.



Professor McCullough has been receiving from alumni engaged in graduate study in other institutions suggestions, drawn from comparison of their preparation with that of their fellows, for the strengthening of his course. Some valuable suggestions have been received.

Professor Lothrop finds pre-medical students who enter the course in Organic Chemistry with only one year of preparation in Chemistry a problem. These students are at a disadvantage in competition with their fellows who have had a strong second-year course, and they find themselves handicapped when they enter the medical school, because of inadequate preparation. Mr. Lothrop would strongly urge, almost compel, every student to take at least half of the second-year course before undertaking the Organic course.

Assistant Professor Steiner continues to find a serious problem in mixing together in the same class students who are prospective majors, others majoring in an allied subject, still others electing the course as a cultural course, and finally, those who elect it because they must take a science. Whether to teach for the best, the average, or the poorer students is another phase of the problem. In any case, the maintenance of proper balance in the heterogeneous classes is a difficult problem. The Alchemist Club was again an interesting feature of the year. The effort to rearrange and condense the material for the course in Thermo-dynamics brought about an improvement over the results of the previous year, but the lack of any suitable text shows that the course is compressed into too narrow space.

*Classics.* Professor Lord reports that most of the members of the department carried a rather heavy teaching load, that the lack of a mystery play at Christmas and a Latin comedy in the fall was due largely to the absence of Mrs. Sturgis in the second semester, and that in the coming year the activities of the department are to be largely centered on the production of the Vergilian Pageant, written by Professor Wager, for the celebration of the two-thousandth anniversary of the poet's birth. Professor Lofberg has been elected Secretary-Treasurer of the Classical Association of the Middle West and South and of the Ohio Classical Conference, and was invited to become a member of the faculty of the University of Chicago for the summer

quarter. Professor Alexander was invited to teach in the summer session of Indiana University.

Assistant Professor Sturgis found that the work in the Teachers' Training Course suffered somewhat from being compressed within the limits of a single semester, on account of her absence in the second half of the year.

*Economics.* Professor Wooster found three things standing out as significant during the year: (1) the acquisition of the new departmental offices in West Lodge; (2) the beginning in definite plans for student contact work off the campus; (3) the coming of Mr. Nilsson to a place on the departmental staff. The office supplied a much needed, if not wholly satisfactory, place for continuous productive work. The Cleveland survey would have been impossible without it. In student contact work more trips to points of economic importance were made than in earlier years. Individual students worked with Mr. Wooster on the Cleveland survey, some members of Mr. Nilsson's class in Marketing worked on the Elyria survey which he conducted, while others worked on a local project carried out for Professor Starch, of Harvard, under Mr. Nilsson's direction. Mr. Nilsson's coming relieved both Mr. Wooster and Mr. Lewis of a part of a heavy load of unrelated advanced courses, since he took over the courses in Business Administration and the one in Marketing. For the future the department faces serious problems in the absence of any regular staff member with special training and interest in the field of Money and Banking, and in the need for development of student contact work. No one of the present staff is deeply interested in the course in Money and Banking or has done much with it. The contact work was described at considerable length in Mr. Wooster's report of last year, but the extended study that it was planned to give it in the course of the year was not carried out. Mr. Wooster remarks that the work is only in the embryo state at present, compared with the development it should undergo. After his return from the year in Tufts College, where the department of Economics is just beginning a field research program in Boston for a select group of senior major students, Mr. Wooster will have a broader basis for pushing the study of the plan here.

Professor Peirce reports that the sections in the introductory course were too large either for the most effective work on the



discussion basis, or for sufficiently individualized attention to the students in the class. He held a conference hour each Wednesday evening for students who needed special help in the work, from which there was some real gain, both in grasp of the subject, and in closer acquaintance and better understanding. A liberal use of problems and exercises entailed a burdensome task of paper reading, which fell on the instructor because of a lack of competent advanced students. While some papers should be read by the instructor, the necessity of reading too many makes it impossible to require the number and variety of exercises that would be for the best interests of the students.

Associate Professor Lewis spent the year in teaching and study at the University of Michigan. The teaching was entirely within the field of social control of industry. His study in the Michigan Law School through two summers and the intervening year has brought him to within a year of his LL.B. degree. Among the courses taken were Law of Corporations, Public Utilities, Trade Restraints, and Taxation, all of which bore directly on his major teaching interests.

Associate Professor Nilsson used the "Case System," typified in the Harvard problem books, as collateral work in the courses in Business Administration, Marketing, and Statistics. He found the problem approach in these subjects very stimulating to these students.

*Education.* The important points that concern the department, in the judgment of Professor Miller, were: (1) the adoption of the five-year plan in the preparation of teachers for high school work; (2) the employment of critic teachers in the local high school in furtherance of the plan; (3) the first year of service of Professor Gove as third man in the department; (4) the arrangement made with Elyria and Wellington to carry on an important part of our supervised teaching in their high schools; (5) the work of a state-wide committee in arousing the liberal arts colleges in the state to an active interest and participation in the state's program for teacher training; (6) the appointment, as the result of this committee's work, of a committee of five presidents of liberal arts colleges to confer with the State Department, with educational leaders in the state and elsewhere, and with the committee appointed by

the State Department to outline and approve the state's teacher training program. This committee has an opportunity to perform a most valuable work, in keeping before the State Department the special contribution of the arts colleges in the teacher training program, in emphasizing the need of a careful selection of candidates to enter upon this work, and in insisting upon the place of scholarship in subject matter and the importance of a cultural background in those who are to teach in our high schools.

Professor Burtt urges again that the state's requirement of 24 hours for the four-year provisional certificate diverts almost 25 per cent of the time and attention of liberal arts colleges from the purposes for which they were established and are maintained, is destructive of thorough work, and means an inevitable lowering of standards for many of them. He suggests that by requiring only 15, or at the most 18, of these hours, to be taken in the undergraduate years, and allowing the other nine to be taken at stated intervals during the life of the certificate the student would be given more time for mastery of the teaching subject, which too often is sadly needed, and as a young teacher would be kept from discontinuing his professional preparation as soon as his certificate is secured. There is abundant educational as well as academic authority for the need of both sides of this gain. The colleges of the state have long made excellent academic preparation a prominent feature of their contribution to the course of education in the state. The great increase in the number and quality of summer sessions affords an opportunity for continuous professional education. The problem then becomes "which is better, a superior message transmitted moderately well, or an inferior message transmitted superlatively well? But why not adopt this plan and transmit a superior message superlatively well?"

Assistant Professor Gove found that the chief problems in his teaching related to the overcoming of inertia and the rousing of a real interest in the subject. They grow out of what he feels to be a general inclination on the part of students to regard educational courses either as necessary evils which must be endured for the coveted teacher's certificate, or as "fillers" in an otherwise heavy program. A real need of the work is for an office, where books and materials might be readily accessible



during conferences and where there would be the added advantage of being able to be at work and still available for student conference when wanted. The student teaching in Elyria and Wellington was carried on in a very satisfactory way. Even the high school pupils involved were profited because: (1) while the student teacher was observing, the critic teacher put forth a little more effort and organized better than if she were not observed; (2) during the observation period the student teacher assisted with clerical work and tutored the pupils who were not keeping up; (3) the student teacher being by the very nature of the requirements for student teaching a person of superior ability, having but one class to prepare for, and having but one group of pupils with whom to become acquainted, was able to organize her work exceptionally well; (4) while the student was teaching the critic teacher was in a position to observe the reactions of individuals in the class and to suggest procedures whereby the student might correct weaknesses.

*English.* Professor Sherman felt especially in the year the need of extra opportunity for individual contact with students in connection with the work of the classroom. He has for years attempted to meet the problem by having small groups of students in his home frequently, placing before them books, manuscripts, facsimiles, and the like to supplement classroom presentation. He has also filled suitcases and valises with laboratory material and taken it to the classroom. In both cases interest is always keen and intelligent. It would be better if there could be some central room where demonstrations of this sort could be carried on regularly and under the best conditions. The work in English equally needs a "laboratory," and Mr. Sherman asks whether such a room could not be found. Another teaching problem is the foreign student. More attention should be given to him by his various teachers, and more classes should be arranged with a view to meeting his special needs.

Professor Taft spent the year on leave of absence in England, France, and Germany, working on his edition of More's "Apology" and studying at the Bodleian Library.

Mr. Bongiorno found the introduction of training in oral English the most significant development in his teaching. The great majority of students come to college with the most slovenly speech habits, and Mr. Bongiorno has undertaken as part of

his work to correct errors in spoken as well as in written English. It will be possible to do this much better hereafter in the three-hour course. Mr. Singleton found that the small sections in English Composition enabled him to devote more time to individual students, and consequently to achieve a greater success in teaching them how to write. He felt that the additional time spent with good students was well spent, whereas the additional time spent with poor students was often almost totally wasted and was usually not appreciated by the students themselves. Mr. Williams also found himself able to do a considerable amount of personal work in his teaching of composition. He tried as far as possible to uncover the particular interests and bents of the students, and then to make assignments and corrections that would touch the need of the single student. He is confident that this sort of direct teaching, backed up by personal conference, both formal and informal, produced a higher percentage of pupils who at the end of the year showed very definite gains in their ability to express themselves than at any other time in his teaching experience.

*Fine Arts.* Professor Ward found the need of more space the most serious difficulty in the effective conduct of his department. The studios have for years encroached upon the storage and unpacking room. They can not continue their work without its use, nor continue it adequately even with this additional space. The library does not house the books nor afford study room for more than a fraction of the nearly 300 students enrolled in Fine Arts courses. This is especially noticeable in the period of the six weeks tests and of the examinations. Classrooms are so small that in several instances the number enrolled in the courses has had to be limited, and they are ill-suited to large classes because of the lack of sloping floor and the small cubage per student. The room in which the lantern slide collection is housed will not contain all of the 42,000 slides. The same inadequacy of space is evident in the office facilities, both in the museum and in the studio, and to a marked degree in storage facilities.

Assistant Professor Schaufler was absent on leave in the first semester, studying for the Master's degree in the Graduate School of Western Reserve University. In the second semester two exhibits of students' work were held, one in the studios,



the other in the museum, giving more people than usual the opportunity to see the work. A better room for Oil Painting is needed, since the light is constantly changing in the south room that is now used.

Assistant Professor Trefethen's classes in Drawing were conducted mostly in the art museum, and the classes in Color Harmony were held there frequently. Lack of space in the studio made this use of the museum a real necessity. The greatest need of this work is for large, well-lighted studios, and for at least one studio where teachers may work on special technical problems and be undisturbed. An exhibition of students' work, uniformly framed, on view in the main exhibition gallery at Commencement time and until September 29, was largely attended and aroused a good deal of interest. There is a very harmonious atmosphere in the Art department, and the finest coöperation Miss Trefethen has ever known.

Assistant Professor Capps also cites as the chief need of the Fine Arts department that of additional space. The library is so overcrowded that it is necessary to place many volumes in the corridors and other inaccessible places. The slide and photograph rooms are too small, and the conference work, intended to give the students as much individual attention as possible, suffers from lack of adequate quarters. There is need also of an additional assistant and of an additional janitor.

Miss Coons found her biggest problem that of planning courses so that the work given would not be beyond the skill of those who have little technical training or native talent, and still would not be too elemental for Art majors with considerable background. There are both types of students in all of her classes. The greatest value in the practical art work lies not so much in technical training as in contribution to individual personality. Several students have been aided in acquiring a much needed personal dignity and satisfaction by finding that they had created something which they and others could enjoy. This is an invaluable experience for any human being, and justifies one in planning the work to achieve that end in every case, even though at times it means putting aside some technical point. In the case of Art majors it will of course not do to overlook any technical point, but the difference in goals can be conveyed individually.

*French.* Professor Jameson shortened the Teachers' Training course and the course in Diction and Advanced Conversation from four hours to three in each case, with the feeling that some loss necessarily resulted, but that there were some compensating advantages. The direction of the work of five graduate students was taxing, especially as the Honors work of three students had to be carried on with it. The purchase of supplies for the work in Phonetics was continued, and the equipment now meets a very decided need of modern teaching. There is still need of an electric reproducer, which is not yet upon the market, but which will probably be available before long. A plan for the critical study of plays and one for the similar study of novels was worked out, with the design of indicating to students what the teacher expects them to do with a good piece of literature. It will be very helpful in Seminar work and in advanced classes. In the course in Nineteenth Century Drama a questionnaire on most of the plays to be studied was prepared and issued to the students, covering the points to be discussed in class. One section contained questions relating to literary appreciation, the other dealt with difficult words, interesting etymologies, idioms, etc. The presence of a graduate assistant through the year was the most interesting development of the year. She rendered valuable service at the Maison Française and in carrying two coaching classes throughout the year, speaking to the French Club on the life and ideas of French people from the point of view of a French student of practically their own age, and directing a one-act play. The transfer of the French house to larger quarters for the coming year will give improved facilities and increased accommodations, with decidedly beneficial impulse to the life of the house. The competitive examinations on High School Day brought into college students who were not only distinguished for their work in French, but excellent all-round students. Four admirable lectures were presented by the department in the course of the year by Professor Averardi, of the University of Florence, Professor Nitze, of the University of Chicago, Professor Ziegler, of the University of Geneva, and Professor Chamard, of the University of Paris.

Assistant Professor Boyers feels that the results obtained in beginning the study of French literature in courses 4 and 6



fully justified the decision to repeat the experiment the coming year, for the amount of reading required in the course was greatly increased and its cultural level was raised, without sacrificing the linguistic objectives. The introduction of phonetic apparatus as an aid to teaching French pronunciation was another experiment in which Mr. Boyers participated. About 50 students attended a voluntary class in French phonetics two afternoons a week without credit. The results were so good that for the coming year a course in French Phonetics is offered for credit, and the apparatus will be used extensively in elementary classes.

*Geology and Geography.* Professor Hubbard found the work greatly strengthened and stimulated by having three new men of almost full advanced training to help with it, three strong graduate students, and an expansion of working space from New Years on. The teaching load was lightened by having this help, but it added to the responsibilities of the head of the department, and made the administrative load especially heavy. The partnership method of teaching reported last year was continued, and all participants reported a growing interest in it. It kept the sections together better than when they were entirely assigned to one teacher, and it can be made to relieve appreciably an overloaded teacher. The teaching was strengthened also by having all graduate help for laboratory assistants and reading of papers. The department had a strong, enthusiastic body of students, and the largest group of majors for any year since the war. The graduate students in the department were a real help in the morale. The research instructor was a very valuable adjunct to the work and made very good progress on a large and difficult problem. Much more work remains to be done on the Virginia problems, and on the Vermont problems as well. The department hopes consequently to have another research instructor soon, to work on both sets of problems. Mr. Hubbard is confident that the presence of the research activity is worth all that it has cost, and that the work to be published out of it will be clear gain to the science of Paleontology.

Mr. Foreman also feels that the practice of dividing the lectures among the several teachers was quite successful, very helpful to an inexperienced teacher, and well liked by the students. Small laboratory classes made it possible to get in per-

sonal touch with most of the students. Crowded laboratory quarters during the first semester hindered the work of the Mineralogy class, but this was remedied when the new Geography building was opened in January.<sup>1930</sup> A peculiar difficulty arose in the blow-pipe mineralogy from the fact that the gas used at Oberlin does not give as high a temperature for blow-pipe work as the gas commonly used in laboratories, so that certain reactions depending upon high temperature could not be obtained. A very definite need of petrographic work is a collection of hand specimens to accompany the thin sections of rocks. The summer field trip was taken in an area that had never been worked before, so that the work was in the nature of a research course.

Mr. Frost also commends the partnership method of teaching practiced in the department through the year. He found it serving admirably to introduce the new younger members of the staff to the Oberlin way of doing things, and to broaden the experience of the students. The move from the four separate rooms of West Lodge to the new Geography building is also highly commended.

Mr. Mathews cites as the most significant development in his teaching the emphasis placed on fossils as part of living organisms. Since a fossil is the preserved remains of the skeleton, each group studied offers a problem for the student, to visualize or reconstruct the living organism. Out of the study of the several successive stages in the development of the larger groups the student is led to trace the evolution of life, and to become familiar with the essential biogenetic laws. The problem method encourages the student to appreciate the applied study of the subject, and extensive use of the literature which pertains to the subject is brought about by the use of references. The student quickly becomes familiar with the different points of view of the problem, learns to build up a bibliography, and is trained in the process of research.

*German.* Professor Danton reports that even with a staff of four people the first-year and second-year classes were too full, so that absolutely efficient teaching was in some cases quite impossible. The upper classes were as usual very small. They will continue to be small for some years to come, because practically no freshmen enter German 5, 6, and that source of supply



for the advanced courses is consequently very limited. The elections of the first-year course come very largely from sophomores and even juniors, so that very few students in college are eligible for advanced work. Moreover the work in the department is strictly sequential. Fourth-year work can be undertaken only by those who have done all of the first three years' work, except in the case of students of German ancestry and French majors. These students are sometimes allowed to skip the work of the second or third year if their grade is A. Strengthening of departmental work is needed along the lines of conversation and composition. The advanced courses now offered make a well-rounded and, as it seems to the department, an ideal program.

Assistant Professor Harroun found the year exceptionally satisfactory, in spite of the handicap of classes too large for ideal conditions in elementary work. The intellectual caliber of the students in the last few years has been so high that the scope of the elementary work could be considerably enlarged. Fundamentals of the grammar have been got in hand more quickly, and even in the first year a considerable amount of reading has been done, both in the class and, in the case of certain students, as extra reading outside the class. In second-year classes the record for this "extensive reading" has been exceptionally good. One student last year read a little over 2,000 pages of German above the regular assigned work, and a number of students read well over 1,000 pages. Mrs. Harroun urges again the desirability of attracting more freshmen to the department and of having a German House, and notes that an "exchange" student, such as the French department has, would have great value for the German department.

*History.* Professor Moore expresses his gratitude to those who bore extra burdens because of his illness last spring. He recovered well enough to make it entirely safe to do three or four hours work a day in the coming year, and that arrangement has been made. The department's candidate for Honors received *magna cum laude* and deserved it. In addition to the prescribed reading she did an excellent piece of research in tracing the work, growth, and significance of the several British Imperial Conferences which had been called from 1887 to 1926 inclusive. Mr. Moore sometimes wonders whether other depart-

ments realize the amount of research actually done by the students in History. Even freshmen write at least one lengthy paper involving both comprehensive and intensive reading of secondary works and using in addition, as far as possible, original sources.

Professor Alexander found it possible to prepare syllabus outlines for his work in Ancient History, which were mimeographed and distributed without charge to the students, to accompany their work in the better and newer text books now available.

Associate Professor Artz repeats the suggestion that the courses in History should be arranged in a more sequential fashion, and that certain fixed minimum requirements for the major be clearly stated in the catalogue. A student may now take in European History the courses in "Europe since 1815," "The Far East," or "Latin American History," without any knowledge of the background of western civilization which such courses must have to be of fundamental value. All of the departments in the social sciences should, Mr. Artz believes, give a course pre-requisite for all later work in the department, as the Economics department now does.

Assistant Professor Fletcher continued the Seminar in American History along the lines previously followed, the main purpose being to give the ablest major students some notion of methods of scientific research in History through practice. A Master's thesis, to be completed in 1930-31, will, Mr. Fletcher believes, not only furnish useful training to the student engaged on it, but make a worthwhile contribution to the literature of early Nineteenth Century American History. The subject is "Anti-Slavery Propaganda in the Oberlin College Library." The complete paper will contain not only an introductory study of propaganda as systematically applied in this great reform movement, but also a critical list of all books and pamphlets in our unique anti-slavery collection.

*Mathematics.* Professor Cairns reports a profitable year. Aside from the regular courses, Honors work was carried for three students, and the year in the Mathematics Club was successful. One Honors student gained the distinction of *summa cum laude* and won a good scholarship at Harvard University. The library appropriation was increased, and a beginning was



made in getting together a collection of mathematical models. A second appropriation for this latter purpose is to be used soon for further purchases that will be valuable in the course in Geometry. The greatest need of the department is the one urged last year, namely, an instructor to teach at least one freshman section and to carry on the courses in Mechanical Drawing, Descriptive Geometry, and Surveying, courses offered primarily for those who expect to go to technical schools. As was noted last year, it is very desirable that these semi-technical courses should be given by a young man who is freshly acquainted with methods and standards used in technical schools. The presence of such an instructor, trained in a technical school, but at home in our college atmosphere, will be a decided aid in departmental and scientific life here.

Professor Yeaton devoted the departmental Seminar to study of the Differential Geometry of Space Curves and Surfaces, using the methods of vector analysis. The study proved to be both interesting and stimulating, especially as it was possible to limit the registration to students who were candidates for Honors in the department. Mr. Yeaton regrets having lost contact with the five-hour freshman and sophomore courses. He enjoyed the work involved in the initiation of the freshman course in 1923, and of the sophomore course four years later, and is sorry that it does not now seem feasible for him to continue with the work of either.

Assistant Professor Johnson had and enjoyed the privilege of directing the reading of an Honors student. She found the present arrangement of the Faculty Room in Peters Hall helping greatly with the conferences involved in this work.

*Philosophy.* Professor MacLennan spent the year on Sabbatical leave, visiting England, France, and Italy, studying especially in London and Oxford. The final academic experience was at the International Congress of Philosophy, in London, in September. The entire year was delightful and very profitable.

Professor Ethel K. Yeaton found the most interesting and significant aspect of the year's work in the construction of the course in "Logic: Empirical, Traditional, and Symbolic," and the conception and organization of the course in "Ways of Thinking." The latter was devised to meet the Philosophy

alternative of the Religion-Philosophy requirement open to freshmen in 1930-31. Philosophy for freshmen is a completely new venture for Oberlin College, the development of which Mrs. Yeaton is watching with great interest and pleasure.

*Physics.* Professor Taylor reports that the department has been spending much time in working upon a suggestion of the President that the elementary course should be devoted more largely to the needs of those students, about 90 per cent of the class, who are taking it as purely cultural work, with no intention of pursuing it beyond one year, and putting the more technical work that is absolutely necessary for the prospective specialist into a third semester. The department is now committed to an elementary program of the same general nature as is being studied among Chemistry teachers, under the name of "Pandemic Chemistry." There are no texts or other material available for such a course, and thorough preparation of such material will take several years for its development. In looking forward to the prospect of a new Physics building the department must contemplate the problem of moving and subsequent organization. With a view to solution of this problem, the appointment of a departmental custodian is recommended, to be provided for in the course of the coming year. Even in the case of a man initially thoroughly familiar with Physics apparatus, it will require not less than a year to become acquainted with the details of present arrangement of equipment. His services will, in fact, be urgently needed before, during, and after the moving epoch. The department has in mind an eminently suitable candidate for such a position, and would be glad to recommend him at the time indicated.

Professor Tucker continued the general program, reported last year, of placing greater emphasis on the experimental foundation of physical laws. In the coming year the program will be modified slightly in that more time will be devoted to the historical development of the concepts and methods used in contemporary Physics. In the advanced work the outstanding development was the offering of laboratory instruction in the general field of x-rays. The present equipment is inadequate and in some respects unsatisfactory, but the initiation of the work is a distinct step in the improvement of the program of instruction.



Assistant Professor Howe discusses the marked changes that the teaching of elementary Physics is experiencing, both in content and in method. Text books of the last quarter century have been content to display the fundamental physical laws, together with a brief account of their history and application to specific problems, and have failed to disclose to the student the beauty and practicability of the true scientific method of study or to prepare him adequately for independent and constructive thinking. The task of instilling this method into the personal efforts of the individual student is a very subtle one and very difficult of accomplishment. In working on it the department has accomplished three things: (1) almost perfect correlation between laboratory work and class discussion, so that all the students of any one section have the same laboratory experiment in the same week; (2) sectioning the class into groups of 24 or less, according to their preparation, and modifying the course, within limits, to meet the needs or ability of the students within the several groups; (3) inauguration of demonstration lectures to the combined sections, to illustrate in a concrete way the fundamental practice and explain every-day phenomena in terms of them. For the successful preparation of the lectures a considerable problem is that of having the apparatus in good working condition and properly set up. At present this has to be done by a member of the staff, with a student assistant under his supervision, and takes too much time on the part of the staff. A solution would be the appointment of a suitably qualified custodian, who would also help with the departmental library, the supervision of apparatus in the first-year laboratory, the care of storage batteries, in fact the care of the entire Physics plant.

*Political Science.* Professor Geiser calls attention to the addition of new courses by Professor Fenn for the coming year, and slight modifications in Professor Jászi's courses, the two changes resulting in a good balance between the three instructors in the department and a well-rounded basis for instruction in the field of political science. Many important phases are omitted, however, since the department believes that fundamental courses covering the whole field should be given at all events, and with no more than three instructors, not more than that can be done. Almost no special courses are given, and

there are important gaps made necessary by the lack of another teacher. Professor Jászi's largest course exceeds the limits of a single section, and the four courses given by Professor Fenn are in a field so varied that it is usually divided among three teachers. Proper readjustment to meet these difficulties may require such organization as would call for an additional instructor. Professor Jászi was a member of the faculty of the University of Chicago in the summer quarter of 1930.

Professor Jászi tried in his Theory course to develop more fully the historical background of the social and economic surroundings of the various political thinkers, because he found that the average student is not sufficiently acquainted with these facts. In the course on European State Systems, he not only analyzed the constitutional side, but tried also to describe the new political equilibrium of international relations, and to show the close interdependence between inner and outer policy. In the "Peace" course he made a further effort to synthesize the various aspects of the peace problems into a systematic and coherent doctrine.

Professor Fenn added to his use of the discussion method of teaching a modified form of the lecture system, with immediately satisfactory results. Talking conversationally, without notes, taking care to preserve the effect of a group of students working in common, he gave expository discussions designed merely to give perspective. The talk was always as carefully planned as a written lecture, and as coherent. The effect was gratifying, and Mr. Fenn commends the plan as worth trying by any who would like to abandon the lecture system but who have been discouraged in their application of the discussion system. To correct the time-wasting qualities of the discussion method, Mr. Fenn tried the plan of using critically a text book, where one was available, and of assigning reports to cover fields that demand more intensive study than there is time for. These reports deal essentially with a problem which the student is either to solve or to form an opinion about. The use of this plan also yielded valuable results.

*Psychology.* Professor Stetson comments mainly on the provisions made in the year under review for the coming year. The withdrawal of Mr. Brentlinger and the appointment of Mr. Weaver made it possible to shape the work of the department



with more emphasis upon the elementary laboratory, for which Mr. Weaver is well equipped and in which he is especially interested. The number of elementary sections was reduced to six, and the enrolment in the sections was allowed to mount to 40, in order to lighten the schedules in the department and provide more time in the laboratory. The sections are too large, but it is expected that removal of Psychology from the list of semi-required subjects will reduce the number electing it. Productive work, carried on by members of the teaching staff, included Mr. Hartson's work on testing and estimation, reported later, Mr. Cole's work on a problem of conditioning elementary reflexes, and Mr. Stetson's own work on phonetics. Apparatus is being set up for the study of action currents in muscles, for movements in speech, for an optical system of recording speech movements, and for the oscillographic study of the vowel. Technical assistance will be required for the working out of these problems. For our work in the field of testing and estimation it is to be said that we are following up the tests with careful studies of later success, and that Oberlin is one of the few schools that are making adequate scientific use of the data collected.

*Public Speaking.* Professor Utterback reports that enrolment in the department of Public Speaking increased approximately 12 per cent over the enrolment of the preceding year, counting theological students and the students who participated in college debates without registering for it as college work. The dictaphones which were purchased a year ago were of even greater value than was anticipated. They are especially useful in correcting such faults in speech as slovenly enunciation. The work of the Forensic Union for the year included the presentation of 37 public debates. Ten of these were between Oberlin teams before non-collegiate audiences, 17 were intercollegiate debates before college audiences.

*Sociology.* Professor Sims names three phases of teaching which had outstanding significance during the year: (1) the addition of the regular services of a graduate assistant, who directed in a more personal way the students' work by interviews, supervision of library assignments, and careful attention to papers; (2) the launching of a program of field work for ad-

vanced students, which succeeded well enough to justify faith in an insistence upon the need for laboratory methods in the social sciences; (3) the requirement of at least one summer's experience in connection with some social agency or in contact with some vital social problem. Mr. Sims feels that a much larger appropriation should be made for the support of the field work, and that college credit should be allowed for the summer's work, and perhaps scholarship aid provided for it. The staff of the department is altogether too small for the work it has to do. Too much is demanded from the present staff, and new courses ought to be added to the offerings of the department.

*Spanish.* Professor Sturgis reports that the work of the department was carried on in good shape during his absence on leave in the second semester. One of the developments throughout the year was the systematizing of the dictaphone work in charge of Mr. Duncan. This simplified immensely the handling of this "laboratory" practice, and if the work continues as it has begun, will justify keeping on with one in the department in special charge of this work. The time given to it is rated as the equivalent of a three-hour class. It surely takes that amount of time, perhaps more.

*Zoölogy.* Professor Budington reports that the course in Vertebrate Zoölogy reached its maximum registration, 24 students, and that it was all he could well supervise during its nine hours of laboratory work. The course that suffered most inconvenience, because of inadequate quarters, was the one in Histology, given again in the Physiology laboratory room, which was occupied by that work every afternoon; the Histology group had to move out with all their reagents whenever the physiologists worked. The trouble will be largely obviated in the coming year by the new quarters now available in the former Ecology room. Needs of the department are: (1) an electric refrigerator of controllable temperature for use in the courses in Physiology, Embryology, and Genetics, and also in experimental studies; (2) ten, or better, fifteen microscope "daylight" lamps, which are equal in practical quality and superior in uniformity to the actual daylight admitted by the few windows of this laboratory; (3) thirty binocular dissecting microscopes. This last is an expensive item, but should be provided when possible,



to replace the unsatisfactory rod with a lens on each end now provided and used under artificial light.

Professor C. G. Rogers reports but little change either in the emphasis or the method of his physiological teaching during the year. The publication of his laboratory *Outlines in Comparative Physiology*, used for the first time in the year, gave the work a stability and orderliness which compensated for the labor involved. A continual problem, shared with other members of the department, is that of finding adequate accommodations for students working upon research problems. There is neither the amount nor the proper arrangement of space for carrying on certain lines of work for which the equipment is available, and which would at the same time be very attractive to the students and of general interest.

Associate Professor Hibbard found coöperation with Professor Budington on the common problem of the course in general Zoölogy, which was divided between them, most helpful. The work in Histology was as successful as it could well be with the lack of space mentioned above by Mr. Budington. The addition of equipment and the readjustment of laboratory space promise better times for the year to come.

### *General Suggestions*

The reports contain at least the usual number of interesting suggestions relating to the general welfare. Because of limitations of space these must be summarized very briefly.

Mr. Boyers remarks that houses or apartments of any sort in Oberlin are extremely difficult to find, and the rents compared with those of any other Ohio town are high. He wonders whether any money the College might spend upon such houses would not prove a profitable investment.

Mr. Clarke finds the curriculum of Oberlin, even in its revised form, too rigid in that it requires too much time for the tool subjects, languages and mathematics. He feels that the students are likely to have little or no use for them, and that they crowd out other subjects which would be much more useful. He would "liberalize" the entrance requirements in regard to mathematics and language, and substitute for the Latin a course, made up by a group of teachers of language, on the origin of the English language. Students should be taught to

think independently by going directly at the problem, that is, by teaching practical logic and giving much practice in reasoning in the fields where reasoning is commonly nominal only, religion, politics, and other social subjects. Mr. Clarke holds also that the major adviser is given too much power to lay out in detail a student's program of study; there should be some curb on the arbitrary use of that power.

Mr. Danton regards the graduate school as one of the main administrative discrepancies in the present Oberlin lay-out. There should be, he maintains, one unified graduate administration, with a dean at its head, or at least a unification of the granting of graduate degrees. At present it is merely a fifth year of undergraduate instruction, and the whole question as to content, standards, and administrative machinery should be gone over again.

Mr. Fenn suggests that we discontinue the ineffective practice of hanging signs "Please follow the walks" at various points in the campus and put down cinder walks instead. He would also modify the regulation about smoking on college grounds so as to exclude the athletic field from the limitation. He believes that the restriction goes back to an archaic theological feeling, and that what should really be done is to remove all restriction, except such as is imposed by the good taste of the individual himself.

Miss Fitch suggests that the chapel services be more often distinctly services of worship rather than addresses about religion. The planning of several brief rituals of worship, which could be placed in the students' hands, or fastened in the hymn books, would enhance the value of the service for many. More might be done to transmit the college heritage to the students in a series of assemblies devoted to this end each year. With the material and speakers varied from year to year over a four-year cycle, students would enjoy it. It seems especially urgent in anticipation of the Centennial.

Mr. Fletcher hopes that the library treasure room, so much discussed in the last few years, may become an actuality as soon as the theological group is completed. In History nothing helps so much to give reality to a subject as actual documents or significant objects of an early period. Oberlin might profit greatly from a Social Museum, where furniture, interior decor-



ations, and articles of clothing and utensils of previous epochs in our history would be preserved in a proper setting. There is a great deal of desirable material of this sort which friends of the College would be glad to give or loan, but which cannot be fittingly exhibited in the Art Museum. All we need is proper housing and provision for care and maintenance.

Professor Geiser feels that too much stress and money are devoted to administration and to buildings, and that this emphasis misses the true aim of the Oberlin type of college and the deeper, finer meaning of education itself. He suggests that we cut \$15,000 from the present administrative expenses, and instead get two new teachers of high scholarly distinction, in any department, paying them \$7,500 each.

Mr. Holmes urges the beginning of a Dramatic department to train students to become leaders in the dramatic work now going on in thousands of high schools. Remark- ing that the family of a teacher retired at 65 will actually receive from the College less money for some seven or eight years than under the old system of retirement at 68, he inquires what the moral obligation of the College is to teachers who took ap- pointment here with a probable retirement at 68, and suggests that more thought should be put on this question. He also asks whether, since the Conservatory Orchestra contributes so much to the life of the institution, we should not be justified in offering special scholarships to talented members of the or- ganization.

Mr. Jameson renews his suggestion made last year for the consideration of the institute idea as a feature of the summer session. He also urges, in a special letter devoted to the subject, a broadening of the scope of the summer session and better support for it. A mutual benefit association among the teach- ers, to which each pays in a definite amount each month, the funds so obtained to be used for those who suffer by reason of death or sickness, is another suggestion offered.

Mr. Jászi again emphasizes his belief that most teachers are so overloaded with class work, Honors students, blue-book grad- ing, examinations, and committee meetings that very little time and energy is left for real creative work. The better students are suffering from a system of growing mechanization, and are forced to devote their energy to the acquisition of high grades.

He has often seen cases where exceptionally brilliant students were refused permission to take Honors work in a special field though they were extremely interested in it, largely because they could not fulfill certain mechanical requirements of the Honor system. In this growing mechanization Mr. Jászi sees a real danger for faculty and students which the new grading system, whose practicability he seriously doubts, will further increase. In the leading institutions, both in Europe and in America, great stress has been laid in recent times on a scientific activity which gives sufficient time, freedom, and energy for really creative work. In many universities teachers have at least three free days a week to devote themselves to their own studies.

Mr. Jelliffe was impressed in the year under review with the highly charged intellectual atmosphere on the campus, the living interest on the part of students and faculty in the affairs of the world and a discussion of them. He thinks this may have been brought about in some part by the presence among us of an unusually stimulating group of public speakers, and in part also to a general quickening of the college intelligence and interest in things of the mind. The condition is one that we should endeavor to maintain, for it is one of the true signs of a vital college spirit. In Honors work Mr. Jelliffe feels that we have not yet found the right way, since too small a number of students are being won to the opportunity, and too many are proving by their attitude that the professed aims of the Honors courses are being misunderstood. In English the 40-hour maximum makes it impossible to achieve in courses the ideal of comprehensiveness, and in Honors work two years is not sufficient time to attain the ideal. Students prefer, not without some justification, to cover a period in course, rather than to cover it in a shorter time in the Honors program, and to listen to lectures on the subject rather than to reports in seminar by fellow-students. Because of this feeling the department will try a different policy for the coming year. Honors candidates will be required, in connection with each course elected in the department, to do more reading than is assigned to other members of the class and to attain more thorough mastery of the material in the course itself. Conference hours are to be arranged by the instructor in each course that contains Honors students.



All candidates are strongly urged to fill in gaps in their reading as far as they reasonably can, but they are not to be held so strictly as heretofore for a comprehensive knowledge of the entire field. The department is still feeling its way, experimenting in something its members believe in in theory, but are groping for in practice. They hope to find a golden mean that will be self-respecting from the department's point of view and sufficiently rewarding from the point of view of the student to make him eager to share in it.

Mr. Lofberg expresses profound distrust of the new experiment of ranking students. He believes it an expensive and cumbersome system, that is bound to work more injustice than the literal system. Students wish to know and have a right to know their final record in a given class. The final score which they are to have under the new plan has a mechanical and impersonal flavor that will have little appeal to human beings. It is very unlikely that teachers who lack the omniscience needed for giving percentage grades have acquired enough of this quality to be able to rank classes with accuracy.

Mr. Lord comments on the unsuitability of the classrooms in which it is necessary to hold the classes of a different department. His example is a class in Lyric Poetry of Greece in a room primarily devoted to Zoölogy, with the paraphernalia of that department on the walls and around the outer margins of the floor. He mentions also our need of adequate fellowships to enable alumni to continue graduate work immediately. The disadvantage of being unable to go on at once is one from which all the language departments suffer much more than scientific departments. Since the scholarship of fellows appointed here from other colleges in the last two years has not been gratifyingly high, Mr. Lord urges that these funds be used to send our graduates to other institutions, rather than to bring mediocre graduates from other institutions to study here.

Mr. Lothrop suggests that the time has come to consider the appointment of a professional dietitian, to supervise the planning of meals in the boarding houses maintained by the College. The supervision of the hospital kitchen might properly be one of the duties of a dietitian, and she might also be consulted to advantage by those responsible for the meals at certain of the houses for men.

Mr. McCullough approves the suggestion that we speedily secure for the College a first-rate psychiatrist, to help guard the mental health of students and staff. The rapidly increasing demand for such men is likely even now to embarrass us in making an appointment. Such books on the subject as "The Human Mind," by Karl A. Menninger, are being widely read and well received and the opinion of the reading public is being formed by them.

Mr. Mack comments upon the careful studies that committees of the Faculty are making of various college problems, noting that these investigations ought to lead to more rational ordering of our college life and to greater effectiveness in the whole educational process as the College faces it. He gives the warning, however, that such studies, or indeed any so-called objective studies, do not sound the depths of the educational problem. The finest fruit of our efforts is the personal kind of work or element in our teaching which largely eludes measuring and tabulation, which flourishes most effectively when the teacher is master of his own time and of his own methods of work, and where he is encouraged to live up to his own severe and exacting inner standards. The contribution made by the Committee on Curriculum, for example, is in reality very secondary where one has the first-rate teacher. The report of the Committee on Improvement of Teaching contains many interesting suggestions, but one wonders whether, when the teacher becomes conscious that he is being observed according to suggestions or canons laid down by a committee, it is possible for him to do his best work. Can the older teacher, in the last analysis, do more for the younger teacher than to assure him that Oberlin emphasizes good teaching? If the younger teacher is intelligent and alert enough to become a teacher at all he must be able to know what was worthy of imitation in the methods of his own teachers, who were at least as good as his present colleagues, to differentiate what was mere eccentricity from what was the essential greatness of their teaching, and on the basis of that experience to work out the methods of instruction best suited to his own temperament and personality. Similarly, in regard to the report of the Committee on the Bases of Promotion, there is a question of the effect that the so-called objective measurement test is to have on the teacher's whole attitude and sense of values. If



he interprets it as being to his advantage to deal largely with the things that can be seen and measured, committee service, exhaustive studies and reports, attending meetings, doing research, and reading papers, will not there be danger that all this will lead to a kind of insincerity and unreality? Research is not to be minimized, but to be of real importance it must be carried on because the person doing it is animated by an irresistible desire to know, not merely to advance one's position and get a place in the academic sun. Though all these things are the way in which many make significant contribution to our common problem of education, it should not be forgotten that those who look upon teaching primarily as an art use their time just as religiously in making their wider acquaintance with ideas, men, and books, in association more with students outside the classroom, in conversation. Their contributions are less tangible, less easily tabulated and filed away, yet can we be sure that what they offer to a college and its youth may not be of first-rate importance?

Mr. Miller believes it an administrative error to make as sudden a change in the life plans of those who are nearing retirement as the recent change in the retirement age. For one who found it impossible to save toward any fund for old age during the earlier years of service, and who during a period of years counted, not without basis, upon a vote of the Trustees that the retiring age would be 68, the change works a real hardship that is not offset by the admittedly generous provisions of the pension plan.

Mr. Niederhauser believes that there is a crying need in Oberlin for modern apartments and small houses for the accommodation of young instructors and professors coming to Oberlin on purely temporary appointments. Princeton, Williams, and other schools own apartment houses and small dwellings which they rent at reasonable rates to faculty members. Oberlin would do well to study this matter with a view to making provision for its staff.

Mr. C. G. Rogers points out that the tremendous increase of cost of scientific periodicals, especially German publications, creates a necessity for more funds for the departmental library. Unless the increased funds can be secured, subscriptions to the most important periodicals must be discontinued in order to

purchase current books of special interest and value to undergraduate students. The library appropriations have been increased, but they have not kept pace with increased costs.

Mr. Sherman reports that in the opinion of many of his colleagues, supported by the views of not a few of our visitors, our student body *as a whole* needs definite and immediate instruction in the amenities of common courtesy.

Mr. Sims observes an unfortunate trend in our student social life in that there has been an extraordinary multiplication of social events and activities to the detriment of student morale. While the old Oberlin was too rigid, the new Oberlin can be as much too lax. Moderation should be required, lest we degenerate into a mere "social college." Graduate work for the Master's degree in the three divisions of the institution should be supervised by one committee, which should also administer the scholarship and fellowship funds. It is a real question whether we should not discourage any graduate work in Oberlin, and use the scholarship and fellowship funds to aid students to go elsewhere for graduate study. Another matter of much concern is the present provision for retirement. In any case in which a man accepted a call to Oberlin after being told by a responsible administrative officer that the retirement age was 68, the enforcement of retirement at 65 would seem to constitute a breach of contract. The problem is especially acute for some, for whom under the present provision the retirement pension will be a very meager one. A reconsideration of the question, either of the retirement age or of the pension provision, seems due to those concerned in this way.

Mr. Stetson urges that houses recently purchased by the College be opened as men's houses until the building program of the men's campus can be carried forward. The need is pressing, and experience gained will be to our advantage when the dormitories are finally built. The policy of retiring faculty members at 65 should have careful consideration. If so administered that a teacher who is no longer competent can be retired, it is a satisfactory policy, but if it is made the rule it certainly violates an implied contract, deprives the teacher of some years of usefulness, and is not to the advantage of the college. To aid in interesting the abler students and to give them adequate training, live, productive men who are interested in pioneering in



their respective fields are needed in the faculty, and the schedules of members of the faculty should be adjusted to the needs of these men.

Mr. Sturgis finds that the great need of the College at the present time from a physical standpoint is that of an addition to the Library. With one of the fine college collections of the country, with excellent work done by the Librarian in the organization of the material within the limit of the facilities available, such an addition should be arranged for as soon as possible. The question of the age of retirement, apparently settled, should be considered again. The reduction of the retirement age from 68 to 65 was, Mr. Sturgis feels, an error, as the individual cases in which the College would be favorably affected by the reduction are in the minority. He regrets that the opinion of the faculty as a whole was not taken upon the matter. He again suggests consideration of the question of allowing only part time credit for seniors taking first-year languages, feeling that the advantages of the plan would offset any disadvantages there might be.

Miss Trefethen points out the need of better housing conditions among the women of the faculty, and suggests that small houses on plans such as are being developed by some members of the faculty seem attractive and workable.

Mr. Ward also suggests that the College build small houses and apartments and rent or sell them to faculty members; that more leeway be developed in the restrictions on smoking; that the curriculum be so broadened that any student who completes the required and strongly recommended courses be then allowed to specialize in any field up to the limit of courses in that field; that standing committees be greatly reduced in number and in size; that individual problems coming before the faculty be committed either to specially appointed persons or specially appointed committees; and that a coöperative store be inaugurated under the auspices of the College.

Mr. K. F. Williams feels that the mere statement of the purposes of Oberlin as printed in the catalogue is not a sufficient check against admission of the wrong type of students. To protect itself from the results and the waste of handling students who inevitably drift half-heartedly through several years of college, the College should actively discourage from coming to

Oberlin men whose records show that they are clearly better adapted to a technical education. Certainly by the end of the first year many such men can be detected, and they should be advised to leave, no matter how good their scholastic record may be. Besides preventing waste, such a policy would eventually increase the efficiency of our program for a more selective student body.

Mrs. Yeaton feels that the most vital need of the College is more office space. It is not a question of housing books or considering the instructor's personal comfort, but the vital issue of appropriate conditions for interviewing students. No matter how well devised the theories or sincere the attempts at personal relations with students, the teacher who has no office finds these theories must be crippled in effect under the present conditions.

#### IV. *Instruction*

The customary tables of information concerning the amount of instruction offered and given in the College during the year are given below. The first shows, in semester hours, the amount of work offered, each semester of every course being counted for as many hours as the course had recitation periods, or equivalent laboratory periods, per week through the semester, without regard to the number of sections in which the course was to be given.



Semester Hours Offered

DEPARTMENTS	1929 -30	1928 -29	1927 -28	1926 -27	1925 -26
Animal Ecology.....	36	34	34	14	*16
Astronomy .....	8	8	8	4	4
Bible and Christian Religion.....	29	23	21	*20	22
Bibliography.....	4	2	...	6	6
Botany .....	*46	57	57	45	47
Chemistry .....	*80	80	80	80	*71
Classics:			*		
Classical Culture	2	*2	8	8	10
Greek .....	22	26	22	21	20
Latin .....	51	54	52	58	58
Economics .....	47	*46	61	62	65
Education .....	43	37	34	34	*30
English:					
Composition.....	18	*18	14	20	22
Literature .....	*86	70	*60	73	*52
Fine Arts:					
Historical Courses.....	53	65	45	43	32
Studio Courses .....	40	44	42	44	42
French and Italian:			*		
French .....	92	94	78	92	90
Italian .....	16	8	14	14	8
Geology and Geography .....	55	59	59	59	42
German .....	52	38	38	36	38
History .....	56	*53	*84	66	78
Hygiene .....	4	5	5	5	5
Mathematics.....	76	68	*72	*55	*57
Music, Appreciation of .....	4	4	4	*	4
Philosophy .....	*42	*34	39	54	52
Physical Education .....	54	55	*45	41	39
Physics .....	32	42	39	39	30
Political Science.....	48	*42	38	*29	34
Psychology.....	53	53	42	48	48
Public Speaking.. .....	25	27	27	18	18
Sociology.....	28	28	28	22	22
Spanish.....	*42	44	44	42	40
Vocational Information .....	1	1	1	1	1
Zoology .....	67	72	72	65	65
	1312	1293	1267	1218	1168

\* Professor or Associate Professor absent on leave.

This table shows that the net increase in the amount of instruction offered in 1929-30 over that for 1928-29 was 19 semester hours. The increases, amounting to 80 semester hours, were in the following departments: Animal Ecology, Bible and Christian Religion, Bibliography, Economics, Education, English Literature, German, History, Italian, Mathematics, Philosophy, and Political Science. The losses, amounting to 61 semester hours, were in Botany, Greek, Latin, Fine Arts, French, Geology and Geography, Hygiene, Physical Education, Physics, Public Speaking, Spanish, and Zoölogy. Eight semester courses announced in the Bulletin were not given. Two additional sections of courses were found necessary and were provided each semester. Two sections were discontinued the first semester, and one the second, and the students distributed among other sections.

The second table shows in "instruction units" the amount of instruction actually given in the year. Each "unit," as the term is here used, represents the instruction of one student for

one hour a week through one semester. The number of units credited to a course is consequently the product of the number of students taking the course multiplied by the number of recitation periods, or equivalent laboratory periods, of the course per week each semester.

*Instruction Units*

DEPARTMENTS	Total Classes and Sections	Hours of Teachers' Time	Students			Instruction Units 1929-30	Instruction Units 1928-29	Instruction Units 1927-28	Instruction Units 1926-27
			Men	Women	Total				
Animal Ecology.....	9	63	45	52	97	302	369	436	138
Astronomy.....	6	23	69	43	112	224	274	386	316
Bible and Christian Religion.....	14	32	262	350	612	1253	1357	1332	1670
Bibliography.....	2	4	11	29	40	80	76	.....	170
Botany.....	13	154	59	90	149	514	442	419	679
Chemistry.....	25	304½	371	130	501	1990	2092	2215	2219
Classics:									
Classical Culture.....	1	2	14	52	66	132	166	734	864
Greek.....	10	33	31	75	106	382	388	467	499
Latin.....	23	75	146	272	418	1352	1393	1450	1544
Economics.....	24	91	402	118	520	1526	1546	1665	1614
Education.....	21	120	142	444	586	1758	1722	1734	1752
English:									
Composition.....	51	102	368	438	806	1610	1750	1600	1867
Literature.....	46	139½	434	777	1211	3564	3826	3226	4074
Fine Arts:									
Historical Courses.....	19	55	116	272	388	1068	1176	1456	1210
Studio Courses.....	21	135	54	199	253	509	528	614	687
French and Italian:									
French.....	58	183	299	731	1030	3063	3400	3164	3372
Italian.....	4	16	6	21	27	108	124	79	109
Geology and Geography.....	19	134	139	97	236	862	809	901	780
German.....	34	112	312	271	583	2186	1840	1961	1776
History.....	29	95	290	312	602	1793	1497	1854	2042
Hygiene.....	3	6	53	48	101	202	205	240	185
Mathematics.....	34	126	402	235	637	2130	1965	2033	1856
Music, Appreciation of.....	2	6	41	57	98	196	208	304	.....
Philosophy.....	22	71	111	96	207	608	1028	1171	1314
Physical Education.....	60	274½	752	837	1589	1897	1715	1674	1826
Physics.....	12	78½	123	43	166	587	701	678	685
Political Science.....	20	56	250	70	320	839	923	1145	1451
Psychology.....	28	105	259	262	521	1568	1496	1388	1389
Public Speaking.....	12	34	90	64	154	249	268	269	393
Sociology.....	14	52	153	277	430	1264	1256	1216	1175
Spanish.....	23	74	116	142	258	896	939	1007	1077
Vocational Information.....	1	1	14	16	30	30	18	30	49
Zoology.....	19	149	169	188	357	1364	1383	1263	1263
	679	2906	6103	7108	13211	36106	36880	38161	40045

The total of 36,106 instruction units represents a decrease of 774 units from that of the preceding year, a decrease due primarily to intentional reduction in the size of the student body. The only departments showing conspicuous increases are: German, History, Mathematics, and Physical Education. The principal losses were in Bible, Chemistry, English Composition, English Literature, Fine Arts (Historical Courses), French, Philosophy, and Physics. The total number of classes and sections for the year was 679 as against 665 and 658 for the years immediately preceding. The average size of classes, obtained by di-



viding the entire enrolment in all classes for both semesters by 679 was 19.4 as against 20.3 in the preceding year. The number of classes with an enrolment between 31 and 40 was 75 as against 56 the year before; between 41 and 50 there were 12 as against 18 in the preceding year; between 51 and 60 there were 8 as against 11 the year before; and there were 7 over 60 as against 8 in 1928-29. The number of classes with enrolment exceeding 30 was 102, or 15.0 per cent of the whole number, as against 14.0 per cent the year before. All gymnasium classes are omitted from the computation, as less likely to be seriously hampered in the effectiveness of their work by large numbers.

### V. Attendance and Scholarship

The entire number of students in the College of Arts and Sciences for the year was 1,225, of whom 590 were men and 635 were women. This was a loss of 14 men and 12 women from the totals of the preceding year.

The Freshman Honor List contained the names of 32 Freshmen who ranked highest for full work in the first semester. The list was headed by Miss Helen Elizabeth Malcolm, of the Quincy, Massachusetts, High School. In April, 31 members of the Senior class, 10 men and 21 women, and 3 members of the Junior class, 1 man and 2 women, were elected to membership in Phi Beta Kappa. In the preceding year the list numbered 10 men and 18 women from the Senior class, 2 men and 3 women from the Junior class. On Honors Day, held May seventeenth, a Sophomore Honor List bearing the names of 10 men and 19 women, and a Junior Honor List naming 10 men and 18 women were read. At Commencement 24 Seniors were graduated with distinction, 6 *summa cum laude* in Chemistry, English, French (2), Mathematics, and Zoölogy; 9 *magna cum laude* in Chemistry (2), English (2), French, History, Mathematics, Sociology, and Zoölogy; 9 *cum laude* in Classics, Economics, English (3), German (2), Physics, and Psychology. Of these 24, 11 were men and 13 women.

In the list of students delinquent in scholarship, 125 were involved in the first semester and 83 in the second. The number of separate conditions and failures was 158 in the first semester and 89 in the second semester. The students who incurred these failures and conditions also left incomplete 31 courses in

the first semester and 9 in the second. The figures for the first semester are somewhat higher than for the corresponding semester of last year; those for the second semester slightly lower. The number of incomplete courses of other students was 97 in the first semester and 47 in the second semester, appearing in the records of 67 students in the first semester, 36 in the second.

#### VI. *Administration*

Mr. Love reports that the work of the year was difficult but interesting. The task of reorganization necessitated by merging the offices of the Assistant Dean and the Registrar was heavy in itself, but promises such economies of procedure as to compensate for transition difficulties. The redistribution of office space and the installation of new equipment, conveniently placed, has made it possible to carry on the routine work satisfactorily without adding to the number of assistants, and to introduce certain new methods, such as the keeping of records by typewriting on vertical record cards. The photostatic service for transcribing records has been a great help, and promises to increase in usefulness. The tables on low scholarship show that in the first semester 42 students were on probation, of whom 11 were suspended at the end of the semester, but 27 did satisfactory work and had the probation lifted; in the second semester 34 students were on probation, of whom 8 were suspended, but 24 made satisfactory records. The others in both semesters either withdrew or were continued on probation. Of 51 students warned in the first semester, 34 made satisfactory records, one was suspended, 8 were put on probation, 7 had the warning repeated, and one withdrew. For the second semester 97 were warned, of whom 53 made satisfactory records, 9 were suspended, 19 were put on probation, 16 had the warning continued. Of the whole group 30 withdrew, 12 of whom had made satisfactory records, 5 had had the warning continued, and 13 had been put on probation for the coming year. In the past six semesters the number of students suspended has run as follows: 33, 34, 31, 24, 26, 21. In the last four years 219 students in all have been suspended. A study of these cases to determine the recoverability of suspended students shows that 14 of the suspensions were final and 205 were eligible to return and redeem their records. Of these 205, 58 returned for a sec-



ond trial. Of these, 11 were graduated, 16 withdrew later, 22 are enrolled for the coming year, 9 were finally suspended. Of the 147 who have not returned, 20 are not yet eligible to return, 36 requested transcripts to other institutions, and 91 have not been heard from. These figures may be interpreted as showing either that the number actually saved is so small as to warrant withdrawal of the opportunity to return, or that the number returning is so small that the College can well afford to experiment. The latter interpretation seems very much the better, providing as it does for the rare student whose first failure is not really an indication of fundamental academic weakness. It is also easier from the standpoint of administration to follow the theory that the student who has incurred suspension deserves a second chance if, after mature reflection, he decides to put forth the necessary effort. The figures for those who do not return indicate that the single semester suspension remains a sufficiently severe measure to eliminate those who are really unable to complete the college course. While not perfect, the system seems for the present the best method of holding up the scholastic standard, and at the same time saving the individual from the sense of final failure before he has had an adequate trial.

Mr. Bosworth, Dean of College Men, reports that the plans for the proposed Men's Campus developed largely, but did not go forward because money was not available for enough of the plan to justify its adoption at this time. Several plans, both for the Campus itself and for individual buildings, were approved by the student and faculty committees, but were not approved by the Trustee Committee, especially because of the costliness of the proposed buildings. The Club House has been by far the most difficult to agree upon. The need for this building is not as immediate as for dormitory buildings, but before any buildings can be finally planned and erected, our ideas must be concrete and definite for the whole Campus, of which the Club House would be the keynote. The organization of the Oberlin Outing Club was completed and the Club is incorporated under the laws of the State of Ohio. Its aim is to develop and use the land at the junction of Chance Creek and the Vermilion River; "to provide for the improvement and development of outdoor recreation for the men of Oberlin College; to provide a place for the enjoyment of outdoor activities in the form of camping,

swimming, skiing, hiking and other forms of outdoor recreation." To the rustic cabin already on the land has been added the "Y" shack given to the College by Andrew C. Westervelt, in 1926, now remodeled and equipped, and known as Westervelt Lodge. The handling of loan funds and scholarship aid continued to be one of the most effective introductions to intimate personal relations with the men. Over 200 men were advised in detail as to their finances, loans of \$15,486 were made to students upon Mr. Bosworth's recommendation, and scholarship grants of \$22,665 were awarded to 201 different students. A reserve was held back from the available grant funds, with which to relieve unforeseen emergencies by means of extra and additional grants. This reserve has been most useful. The three experiments with our housing problem were interesting and to a large degree successful. The Manor, in a house rented from the College, and with Mr. Fenn as their resident faculty member, was in a more satisfactory situation than at any time during recent years. The Barr House, owned and operated by the College, with a matron in charge, was one of the best houses on the campus. The Men's Building as a freshman dormitory, with a few resident upperclass men, helped materially to solve the problem of locating our freshman men. The lack of sufficient supervision at night is to be solved by having a resident manager of the Men's Building in the coming year. It is also planned to have in the coming year a small house for freshman men, modeled after the Barr House.

Miss Klingenhagen, Dean of College Women, reports a registration of 611 undergraduate women, as compared with 624 in 1928-29 and 637 in 1927-28, showing a gradual decrease in the number of undergraduate women in the last three years. In graduate students there was a slight increase, 24 as compared with 23 in 1928-29 and 21 in 1927-28. Twenty-four undergraduates withdrew in the course of the year, of whom 2 took their degrees in February, 4 were married in the course of the year, 5 were suspended, 4 on account of poor scholarship, and one for dishonesty in written work. Nine had to give up their work because of their health, and 2 others because of illness at home. The attendance records show a slight increase in the number of both excused and unexcused class absences over the preceding year, and a decided increase in the number of both excused



and unexcused chapel absences. This last increase may be attributed largely to the fact that students who did their practice teaching in Wellington and Elyria had to leave at a time which necessitated absence from chapel. In the first semester 13 women lost 38 hours credit because of overcutting, and in the second semester 16 women lost 22 hours. Senior women who were exempt from penalty for excessive class absences had an average of 7.67+ absences for the first semester, and 9.74+ for the second semester, as against 4.54+ for the first semester of the preceding year, and 10.3+ for the second semester. The 16 junior women who were working for Honors averaged 10.3+ absences the first semester, and 11.9+ absences the second semester. The awards of scholarship aid for the year, amounting to \$15,875, were granted to 101 college women. From the loan funds \$7,638 was granted to 34 women. Of the 34 first-year women who received scholarship aid, 6 had been granted full tuition scholarships before entrance. For the coming year there will be 16 first-year women holding full tuition scholarships. Similar scholarships for senior women, some of whom find it necessary to do a great deal of outside work in order to remain in college, would be very desirable. Some could be arranged with present funds, but it is to be hoped that additional funds can be obtained, to enable the offering of ten senior scholarships. Cases of discipline because of disregard of League legislation were very few and none involved suspension. There was cordial coöperation on the part of the officers of the Women's League with the Deans of Women and the Women's Board. The young women's appreciation of the fact that the college officers are in sympathy with their efforts to maintain a high morale in the student body communicates itself to the other women, and is of great help in the solution or prevention of many problems. Pressing needs are an increase in the salaries of matrons of the college houses, and a recreational center much larger than the present totally inadequate Women's Building. The new Women's League Building at the University of Michigan is a model of the type of building needed, but if the present Men's Building should be given over to purposes of recreation and to the use of women, many of the features of the Michigan building could be incorporated there.

Mr. Love as Registrar reports that the total enrolment for the year comprised 48 graduate students, 273 seniors, 263 juniors, 294 sophomores, 317 freshmen. These students came from 39 states, and there were representatives from the District of Columbia, the Canal Zone, Hawaii, and eleven foreign countries. The degree of Bachelor of Arts was conferred in the course of the year upon 263 students, 115 men and 148 women, and the degree of Master of Arts upon 26, of whom 19 were men, 7 were women. Of the students graduating, 58 did their major work in English, 21 in Physical Education, 20 in Economics, 19 in History, 19 in Chemistry, and 16 in French. In the group elected to membership in Phi Beta Kappa from the class of 1930, the highest rank was 91, the lowest 86.4. This maximum is lower than that of the year before, 92.97, but the minimum is somewhat higher than in that year. Twenty-two of the 36 elected were on the Freshman Honor List in 1925, 3 entered the class with advanced standing, 10 came up from lower ranking in the early part of the course, and one transferred to this class from the class of 1928. A table of the choices made by freshmen among the elective requirements and the pure electives shows that 117 elected Latin, 22 Greek, 176 Mathematics, 50 beginning French, 157 advanced French, 49 beginning German, 11 advanced German, 3 Italian, 43 Spanish, 13 Astronomy, 15 Botany, 79 Chemistry, 13 Geology, 8 Physics, 13 Zoölogy, 45 History, 90 English Literature, and 13 Theory of Music. The table of occupations of parents shows 93 children of religious workers of all kinds, 104 children of educators, 190 whose parents are engaged in various types of professional work, 81 whose parents are in agriculture, 119 in manufacturing and mechanical industries, 322 in trade and commerce, 130 in various other occupations, and 145 in the group of retired, unemployed, or occupation unknown. The class of 1930 had a membership of 375 when admitted. Of that number 208, 55 per cent, were graduated in 1930. Thirty-one of the original members are registered for next year, and will receive their degrees upon satisfactory completion of their work in February or in June, 1931, bringing the percentage of the original membership up to 64. One finished with the class of 1929. A table showing the number of members of the class who have withdrawn at various times in the four years reveals the fact that 136 have thus failed



to return, as against 166 the year before. Of these 136, 59 transferred to other colleges and universities, 37 were dismissed for failure in scholarship, 8 left because of ill health, one transferred to the Conservatory of Music, and the rest left for various reasons or without giving a reason.

Professor Hartson, reporting for the Testing and Vocational Information Service, gives first the results of a comparison of the "intelligence" and scholarship of the different major groups. The "intelligence" part is a summary of the scores of five classes, 1926-1930, in the tests given to those classes as freshmen; the scholarship part is a summary of the average grades made by members of the first three of those classes as freshmen. The result is an interesting grouping, as follows:

- Group 1. (highest). In intelligence, German, Classics, French and Italian, Spanish, Philosophy; in scholarship, German, Classics, French and Italian, Music;
- Group 2. In intelligence, Animal Ecology, Education; in scholarship, Philosophy, Bible, History, Psychology;
- Group 3. In intelligence, Bible, English, Economics, History, Music, Psychology; in scholarship, Animal Ecology, Botany, Chemistry, Mathematics, Pre-Medicine, English, Spanish;
- Group 4. In intelligence, Botany, Chemistry, Pre-Journalism; in scholarship, Geology and Geography, Zoölogy;
- Group 5. In intelligence, Mathematics, Physics, Pre-Medicine, Zoölogy, Political Science, Sociology; in scholarship, Economics, Education, Political Science, men in Physical Education;
- Group 6. In intelligence, Physical Education, Fine Arts, Geology and Geography; in scholarship, Fine Arts, men in Physical Education, Physics, Sociology.

In commenting on these results, Mr. Hartson notes that the tests, as they have gradually evolved by the process of selecting those items which have most accurately prognosed college scholarship, have become largely linguistic. The best single test of ability to succeed in college work appears to be the measure of vocabulary. Language majors might consequently be expected to make the best scores in what we call intelligence tests. It is to be remembered, however, that the students who make the best score in these tests obtain the best grades, not only in the languages, but also in the laboratory sciences and the social sciences. Dis-

cussing the reason why the language groups attract a larger proportion of the better students, Mr. Hartson suggests the theoretical possibility that what appears to be higher scholarship is simply the result of more lenient grading. In an investigation of this hypothesis, however, it is found to hold true only in Latin, where in 1926-27 the three courses, with a total of 121 students, were uniformly more leniently graded. It does not hold with reference to the modern foreign languages, for the French courses show a spread from the most difficult to the fairly easy, and German and Spanish are near the difficult end of the list. The fundamental reason for the correlation between the intelligence and the high scholarship of the language majors presumably does not inhere in the grading tendencies of the teachers in these departments. Another hypothesis, supported by much empirical evidence, suggests that the students who score well in the tests are those who have taken in the secondary school the courses which have the reputation of being more exacting. Students who enter with deficiencies in language and algebra are less capable than those who enter with complete secondary preparation in these fields. In addition, in taking intelligence tests, it appears to be a rather general rule that a poor student looks at a thing, prejudges it as hard, and gives up readily, while a good student works away faithfully and patiently to the end of the assignment. Further study of the relationship between persistence and test scores will perhaps throw further light on the old problem of the general training accruing from the study of the languages and mathematics.

Mr. Hartson's second discussion is on the intercorrelations of intelligence test scores and scholarship at the different college levels, using the computations of the annual scholarship of the class of 1929 made by A. N. Eldred and reported last year. Correlations were computed between the intelligence test scores and the grades, and also between these grades for the different years. The table shows that the correlation between the test scores and grades in the case of men is .457 for the first semester and .356 for the first year, and .350, .317, .390 respectively for the later years. In the case of women the corresponding figures are .524, .506, .397, .488, and .465. As for the comparison of first-year scholarship with that of the later years, the correlations are .577, .519, and .641 in the case of the men, and .587,



.710, and .673 for the women. The correlation of sophomore scholarship with that of the junior and senior years is .599 and .725 in the case of the men, and .781 and .683 in the case of the women. The correlation between junior and senior scholarship is .775 in the case of the men, and .780 in the case of the women. Upon these figures Mr. Hartson comments that the higher correlation between intelligence and scholarship for the first semester than for any other cross section of college work is due, in part at least, to the gradual elimination of the less capable students; that the coefficient representing the validity of the tests as a prognostic measure of the men's scholarship is higher for the four-year total than for any one year, and would be so for the women but for the slump in the sophomore year; that the women's grades are more consistent from year to year than are those of the men, the average of the six intercorrelations for the men being .639, whereas for the women the figure is .702; that the intercorrelations of the grades become gradually higher from year to year, with the result that the junior and senior grades are about on a par with each other; that the average of the grade intercorrelations, which is but .671, is appreciably lower than the coefficient representing the reliability of the intelligence test; and that with a knowledge of the students' intelligence test score and their high school record, one can predict freshman grades practically as well as one can forecast the sophomore standing from the freshman grades. The coefficient of the pre-freshman prediction is .569, whereas the correlations between freshman and sophomore grades are .577 for men and .587 for women.

Pre-entrance tests were administered to 28 applicants for admission whose standing was in the lower half of their high school class. Of the 28 men, 18 were accepted and 13 were registered. The record of the 13 was, on the whole, unsatisfactory. Only one made a record higher than the eighth decile in scholarship; he was in the third decile. It seems evident that it will be necessary to make a careful study of other factors in the personal qualifications of these lower half students, in addition to their scholastic record and test scores, to discover those who will succeed in college.

Professor Burtt, as Director of the Summer Session of 1930, reports an attendance of 161, 20 more than in the preceding

session. Of these 105 were undergraduates, 56 were residents of the neighborhood. Although the length of the session was reduced from eight to six weeks, the number of class meetings in a course was made the same as in a semester, by arranging for two meetings of the class on certain days of the week. This arrangement met with the hearty approval of most of the teaching staff. The session was self-supporting, even with a revision of the salary scale that kept it, in proportion to the length of the session, up to that of the preceding year. It is evident, however, that new sources of patronage must be found, if the school is to be continuously self-supporting. The possibility of finding such sources by offering courses that would enable graduates to continue work begun in college is under consideration. Mr. Burtt expresses warm appreciation of coöperation rendered by members of the faculty of the College in calling the attention of students to the opportunities of the summer session.

#### VII. *Needs*

The urgent need of the College of Arts and Sciences continues to be that of buildings. A new building for Physics, a new recitation hall, laboratories for Zoölogy, Botany, Geology, and Psychology are the specific needs of the College itself. It shares with other divisions of the institution the general need for dormitories for men, gymnasia for women and for men, a building for social recreation, and, in some respects most of all, additions to the Library building. As was said last year, these additions would make such an improvement in the work of the College that, in comparison with them, all other needs are insignificant.

Respectfully submitted,

CHARLES N. COLE.



PART II  
SUPPLEMENTARY REPORT

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C. Report of the Dean of the Graduate  
School of Theology





C. REPORT OF THE DEAN OF THE GRADUATE  
SCHOOL OF THEOLOGY

To the President.

Sir:—

I have the honor to present to you my Seventh Annual Report as Dean of the Graduate School of Theology.

The year just past has been a noteworthy one in many respects. The student enrolment was the largest of any year since the war. It totalled sixty-two. Our students were drawn as usual from wide areas, and brought with them to Oberlin the great interest of variety in racial, national and religious background. Some of our foreign students this past year were among the most stimulating men with whom I have had contact and their presence added greatly to the effectiveness of the year. The students entered with fine spirit into their tasks, and I believe there was a closer and more friendly coöperation on the part of the students and faculty in the year under review than any in the recent past.

The year witnessed a notable addition to our Faculty. In Professor Brown as occupant of the Chair of Practical Theology and Human Relations we have found a very substantial added resource. Professor Brown adjusted himself readily to his teaching schedule, made friends with the student body, and in his personal conferences with them did much to increase the value of their seminary experience. Dr. Brown fills a very needed place in our scheme of training, and as he becomes more thoroughly acquainted with the church leadership in the communities about Oberlin will be in position to render more and more useful service to the School of Theology and the Church. He has been well received by the churches of Northern Ohio and they are beginning to depend upon him for services which will open valuable laboratory experience to our students.

In addition to the able way in which members of the Faculty are carrying their work in Oberlin, they are serving the cause of Christian Education in many important outside relationships. The courses of lectures of Professor Fullerton and Professor

Horton at Union Theological Seminary, of Professor Craig at Silver Bay, New York, and of Professor Fiske at Lake Junaluska, North Carolina, are cases in point. Every member of the Faculty in the course of the year has been called upon for preaching services or conference addresses before church societies, church councils, and other gatherings of church people. I believe it is well that members of the Faculty be encouraged to take full advantage of the opportunities of this kind which come to them. There is an obligation upon a School of Theology with a liberal evangelical point of view to put its resources at the disposal of the educational forces in the church and help as far as it may in assisting individuals and groups to a satisfactory and tenable religious point of view.

In their individual reports the members of the Faculty have listed their publications for the year. They are making steady contribution to technical journals, religious magazines and publications. Professor Horton's book, *Theism and the Modern Mood*, and Professor Youtz' book, *Affirmations of Christian Belief*, are among the outstanding religious publications of the last twelve months.

I am confident of the sound standing of our Faculty, and the favor with which its work is received in the field of religious and theological education.

The new curriculum upon which the Faculty had put so much careful study went into effect this year. It seems to have met the approval of our students and to have borne out the promise which the widespread interest in its announcement gave us reason to expect. My judgment is that some changes will have to be made in it in order to reduce the number of courses which students are now required to carry simultaneously. These changes will involve rearrangements of hours rather than the content material.

One part of our new plan of training we were not able to launch. The industrial situation which we faced in the Spring made it inadvisable to attempt the setting up of our summer industrial seminar group. We thought it well to encourage students to take preaching appointments in Home Mission Churches in the western states rather than to seek for industrial jobs which, had they found them, would have led to the displacement of men regularly employed in industry. I trust



that during the next summer we shall be able to test out thoroughly our plans for both the city and rural seminars.

Much time in this last year was given to the consideration of our new theological quadrangle. As a result of the work of our Faculty, the kindly assistance of some other members of the General Faculty and Administrative Staff, and the willing cooperation of Mr. Cass Gilbert, Sr., the plans which were finally approved call for a set of buildings which will adequately meet all of the present needs of the School of Theology. It was a great satisfaction to have Mr. John D. Rockefeller, Jr., evidence his appreciation of the soundness of our plans by an additional gift of \$100,000.

One must make reference to the very impressive service of remembrance which was conducted in the Chapel of Council Hall at noon on Friday, July 11th. It is quite usual to recognize the provision of new quarters by services of dedication. Through your happy thought, many of us were privileged to have the unusual experience of paying tribute to the builders of a Hall about to be wrecked, and to call to mind the services of teachers and students whose labors in that Hall had prepared for services that touch the corners of the globe. Much as we had all wished to be in quarters more adequate than Council Hall afforded, there were none who left the Chapel on July 11th without a reverent feeling of regret at the passing of a building which had made possible the significant contributions to the life of the last sixty years by the men who for longer or shorter periods have called it Home.

The wrecking of Council Hall made necessary new arrangements for living quarters for our students, and the finding of accommodations for our classes. We have been able to find dormitory accommodations in the Monroe House on College Place, the Frye House on West College Street and the Webster House on West Lorain Street. These are not as good as those which old Council Hall afforded, but are endurable for the year during which our new dormitories are being built. The first floor of the Monroe House is being used for the offices of the School of Theology, and lends itself well to that purpose. For a moderate rental charge the Trustees of the First Church in Oberlin very graciously allow us the use of the James Brand House. The James Brand House plus the theological seminar

rooms in the Library affords us all the space needed for class purposes.

The School was host to the Congregational and Christian ministers of the State for their annual Ministers' Institute. As heretofore, members of our Faculty provided the program. The committee in charge expressed the deep appreciation of the ministers for Oberlin's hospitality and the service rendered by our Faculty.

There are a number of real needs of the School of Theology which we must face immediately. These involve additions to the Staff and endowment, and the size and quality of our student body.

Our staff will not be complete until there is added to it a Professor of Missions. We need such a man to carry the courses in the History and Philosophy of Missions, to help our students to an appreciation of the problems which face the Mission Boards at the moment, to help interpret to our American students the life and thought of the section of the non-Christian world with which he may be most familiar, to give a course in Comparative Religions and by his writing and public address assist the Church in adequately carrying its missionary obligation. It will not be easy to find a man with all the qualifications necessary for the largest success in this Chair, but it is my thorough conviction that the search for such a man should be pressed immediately. If possible we should be able to announce his election before our next Commencement.

Within the next few months, it will be necessary for us to make arrangements for the courses of lectures in Church Music, Church Art and Church Architecture, which are called for by our new curriculum. I believe arrangements can be made which will bring us this service from members of the present College and Conservatory Faculties.

The School of Theology needs \$565,000 of new endowment.

During the past year funds have been secured which fully endow the Edward Increase Bosworth Chair of Practical Theology and Human Relations. We need an additional \$125,000 to complete this memorial fund and so provide the endowment of the laboratory work which is contemplated through this Chair.

Though the appointment to the Chair of Missions should not long be delayed, its making will involve us in the raising of \$120,000 as an endowment of the Chair.



Since the School of Theology does not participate in the benefits of the Hall bequest we should raise an endowment of \$200,000 to secure adequate salary advances to the Faculty of the School of Theology.

Without question the maintenance of the new Theological Quadrangle will be a more expensive matter than the upkeep of Council Hall — a fund of \$100,000 should be raised to provide for this item.

It would be a great advantage to the School of Theology to have a Library Fund of \$20,000, the income from which could be used for the purchase of the highly specialized books and sets of books which are required by some of our departments.

The total of these endowment needs may seem formidable. They make up a considerable sum. One is encouraged to believe that it may be secured since in the last fifteen months gifts amounting to more than \$525,000 have been received by the School of Theology.

The Faculty of the School of Theology is not ambitious that it should grow greatly in numbers. We are convinced that a school enrolling 80 to 90 students would be of ideal size in Oberlin. We have good hopes that this enrolment may be achieved. Our new and more adequate plant will help to this end. The enlarged opportunity for self-help work, which Dr. Brown is developing, will help. The action of the Board of Trustees in providing a number of competitive entrance scholarships will help. The high standing of our Faculty and the enlarging number of contacts which it is having in the Church and college fields will help. I have no doubt that within a few years we shall have the size of student body we desire, and our fair quota of men of high quality.

In submitting this report may I again express my personal conviction as to the indispensable part which the School of Theology plays in the total Oberlin enterprise, its place and mission in the service of the Church.

Respectfully submitted,

T. W. GRAHAM.





PART II  
SUPPLEMENTARY REPORTS

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D. Report of the Director of the Conservatory  
of Music





D. REPORT OF THE DIRECTOR OF THE CONSERVATORY  
OF MUSIC

To the President.

Sir:—

I take pleasure in presenting my report for the year 1929-30.

The year just closed was characterized by the largest enrolment since the Conservatory adopted the new plan for admission of students, at the same time by a markedly higher average of talent in the entering class. Gratifying as this was, it necessarily occasioned an overcrowding of teachers' schedules and may have resulted in some possible loss of efficiency in the work accomplished.

*Faculty Actions*

Among others, the following faculty actions may be mentioned:

A recommendation was passed for the possible elaboration of the course in practical music leading to the Teacher's Certificate.

In view of the limited but highly successful work done in Eurythmics during the past few years and its practical aid in the development of better ear-training, the faculty felt justified in making a recommendation that work in eurythmics be made an important part of the required course in Physical Education. That students themselves appreciate the value of work in eurythmics is fully attested by the petition drawn up and signed by nearly every one enrolled urgently requesting that this work be continued.

In line with the general policy of the College to honor high scholarship, it was decided to announce on Honors Day those members of the freshman class whose work during the first semester entitled them to be ranked in the first tenth.

The Normal Course in violin, required of our violin graduates, was revised along the lines already adopted for such work in piano.

Following the exceptional growth during the past two years of the Wind Instrument Department, approval was given for a class in Wind Ensemble to be conducted in similar fashion to those so successfully carried out in the Stringed Instrument Department.

### *General Matters*

Recalling the great expectations recorded a year ago in the organization of a new choral department, it is highly gratifying to speak of the fine and universally recognized success already achieved. For the first year, the A Cappella Choir had a membership of fifty singers, for the most part necessarily recruited from Conservatory students, but it is hoped that in time the organization will include the best talent of the entire school. Rehearsals were regularly held four times weekly and successful appearances were frequently made in student recitals, chapel services, and neighboring towns. Much interest was felt in the choral classes, membership in which was determined by Director Christiansen.

The teaching equipment was improved by the installation of a new three-manual organ of thoroughly modern construction and the rebuilding and electrification of an older instrument, also by the purchase of several new grand pianos for studios and practice rooms.

It is a pleasure to record another brilliant season of recitals given by the following distinguished artists and well-known organizations: Gregor Piatigorsky, Smallman A Cappella Choir, Josef Lhevinne, London String Quartet, Elizabeth Rethberg, The Detroit Orchestra, The Cleveland Orchestra (two concerts), Barrère Little Symphony, Vladimir Horowitz, and Mischa Elman. In addition, there were numerous faculty recitals, all of them highly successful and attracting much attention from students and townspeople.

### *Needs*

After being in close touch with the situation for several years and having found it necessary to assume much of the responsibility involved, it is my firm conviction that the greatest present need of the Conservatory is a person specially qualified to direct the placement of graduates with the degree of Bachelor of Music. Since its founding, the Conservatory has performed a notable



service in training teachers in practical music who were qualified to assume positions of responsibility and influence, and it has been largely through the success of their work that the prestige of the school has grown and the attendance of new students has been recruited. At the present time we must meet a growing competition from many recognized schools in this regard. The time has come for the appointment of a placement officer who could efficiently keep in touch with the musical situation over the country at large, particularly with respect to college conservatories and music departments. Such an officer could acquaint himself with the opportunities opening in such schools for the employment of teachers, the possibilities for establishing new departments and the recommending of our graduates qualified for such work. I am positive I express the opinion of the entire Conservatory faculty in this matter.

It is necessary again to stress the fact that because of the increase in the teaching force during recent years, the sharp curtailment of practice facilities has resulted in real loss of efficiency, particularly with new students who must accept whatever accommodations are available, regardless of the discomfort and inconvenience entailed. In this connection I can only reiterate what has been said so often before, that an organ building is urgently needed, not only to provide for the work of that department, but to relieve the present overcrowding in Warner and Rice Halls.

In conclusion, I beg to quote a few paragraphs from the report of Miss Nash, Dean of Conservatory Women:

The improvement in scholarship, the decrease in the number of failures in work, the few cases of discipline, the friendliness and coöperation of teachers and students made the year one of real growth and accomplishment.

More personal work was done in the office of the Dean of Women than in any previous year. An unusual number of students came voluntarily for help and advice concerning problems of every kind. The records in the office were more complete and were available to teachers and matrons. An effort was made to know each student personally, to investigate her background, to see that the conditions were made right for good work and to establish such friendly relations that the student felt at liberty to come to the office at any time with any problem or interest which she wished to discuss. The office of the Dean of Women has achieved the reputation of being a

friendly place—and students drop in as often to share their successes and enthusiasms as to seek sympathy and advice in their troubles and perplexities.

One of the interesting developments in the Counsellor work is that an increasing number of Conservatory Counsellors come to the office to talk over the problems of the Freshman women. They feel a deep responsibility for the younger students and can be depended upon as a group and as individuals to exert their influence for fine living and high scholarship. Careful selection has made this a superior group of young women handing down traditions of unselfishness, fine courtesy and high thinking. Every girl in the Conservatory is desirous of the honor of being appointed to membership in this body. Each year the Counsellors work on some project. Last year they interested themselves in helping to eliminate fear of public performance. Because of the sharp competition and harsh criticism of students of each other, fear of public performance has grown to undue proportions—the Counsellors are studying the problem with intelligence and sympathy.

Last year the department of Dramatic Expression presented one three act play, "The Romantic Age," by A. A. Milne, in Warner Hall, and an evening of one act plays in the new Studio Theater. This little theater workshop added greatly to the efficiency of the department. Here rehearsals were held, Shakesperean scenes were presented and class recitals given. The equipment consisting of a set of draperies and screens, makes possible many combinations in the settings for plays and challenges the ingenuity of the students of drama in doing interesting things with the least expenditure of effort. A complete miniature lighting apparatus gives opportunity for working out lighting effects in a most adequate and interesting manner. Although the group of students in the Art of Expression is small it has succeeded in creating a real interest in the student body in the cultivation of the speaking voice and beautiful diction.

Respectfully submitted,

FRANK H. SHAW.



PART II  
SUPPLEMENTARY REPORTS

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E. Report of the Board of Hospital Managers





E. REPORT OF THE BOARD OF HOSPITAL MANAGERS

To the President.

Sir:—

I have the pleasure to present to you the fifth annual report of Allen Hospital and Allied Units.

Staff

The staff of Allen Hospital is composed of the following:  
Medical and Surgical Staff:

- a) Active Staff: nine physicians
- b) Associate Staff: six physicians

Nursing Staff: twelve nurses  
Technician, and Clerk

Service

Some of the interesting items regarding service are as follows:

1. There was a decrease in service both as to number of patients admitted and number of days service compared with the preceding year.

Admissions	1928-29	1929-30
Male .....	250	180
Female .....	676	610
Total .....	926	790
Days Service		
Male .....	2112	1528
Female .....	4338	3802
Total .....	6450	5330

There was also less service rendered in Browning House.

Admissions	1928-29	1929-30
Male .....	35	15
Female .....	323	321
Total .....	358	336
Days Service		
Male .....	128	42
Female .....	1044	817
Total .....	1172	859

2. The minimum daily census was three.

- 3. The maximum daily census was twenty-seven. In 1928-29 it was forty-six.
- 4. The average daily census was 14.6 as compared with 17.7 the preceding year. For Browning House it was 3.1.
- 5. The average number of days was 6.2 as compared with 6.9 in 1928-29. In Browning House it was 2.5 as compared with 3.2 the preceding year.
- 6. There were 15 fewer deaths than in 1928-29. This is a marked drop from previous years.
- 7. The number of births last year was 54. This item remains about the same from year to year.
- 8. The proportion of student service in comparison with that of the community was the highest in the history of the hospital. It has shown a steady increase from year to year.

	1928-29	1929-30
College .....	25%	32.8%
Community .....	75%	67.2%

- 9. The service during the summer was light.

This rather marked decrease in amount of service rendered is in line with reports from hospitals all over the country. Physicians are also experiencing a falling off in their practice. The condition in Oberlin is explained by two factors: first, the depression in business and, second, freedom from epidemics and a comparatively small amount of disease in the community. Although a low morbidity rate is a factor in producing a deficit in administering the hospital service it is a condition which should be maintained as far as possible. One of the major aims of the Student Health Service and the Hospital Service should be to eliminate the need for medical care. The deficit will increase in proportion to the extent that this aim is realized.

Finances

A brief summary of the financial condition for the year is as follows:

INCOME	
Student .....	\$10,371.58
Community .....	26,048.67
Student and Community .....	297.84
Balance Due from Student Service .....	5,557.39
<hr/>	
Total Income .....	\$42,275.48



EXPENSE

Administration .....	\$ 4,509.59	
Care of Patients .....	17,485.14	
Maintenance and Operation .....	9,705.45	
Household .....	4,488.49	
Laundry .....	1,944.55	
Dietary .....	9,137.53	
Free Service to Community .....	1,515.91	
		<hr/>
Total Expense .....		\$48,786.66

SUMMARY

Total Expense .....	\$48,786.66
Total Income .....	42,275.48
	<hr/>
Deficit .....	\$ 6,511.18

The following observations regarding the finances are of interest:

- 1. With a rather marked reduction in the number of days service there naturally resulted a drop in income. This was true for both student and community service. The total amount as compared with the preceding year was \$3,450.33. The item showing the greatest drop was Rent for Rooms.
- 2. The total expense was \$4,471.06 less than last year.
- 3. There were both losses and gains among the divisions of service.

	1928-29	1929-30
Administration .....	\$ 4,359.81	\$ 4,509.59
Care of Patients .....	18,940.43	17,485.14
Maintenance and Operation .....	12,648.55	9,705.45
Household .....	3,940.49	4,488.49
Laundry .....	2,648.88	1,944.55
Dietary .....	9,824.86	9,137.53
Free Service to Community .....	894.70	1,575.91

4. A comparison of the cost of food and meals served shows the following:

	1928-29	1929-30
Cost per meal (raw food) .....	\$ .26	\$ .26
Cost per meal (served) .....	.29	.30

5. The deficit is \$6,511.18 this year as compared with \$7,531.91 for 1928-29. The gain is due to the fact that although there was a drop in both income and expense the fall was less for the former than for the latter.

*Report of Medical and Surgical Staff*

The Staff conferences, which have been held monthly throughout the college year, give ample proof that careful and conscientious treatment of patients has been maintained.

Intelligent analysis of case reports and exchange of ideas on the part of the members have brought out a lively interest in scientific progress, and have contributed to the improvement in technique and methods of meeting our problems both in the hospital and in our work in general.

The harmonizing and stimulating influence of these conferences upon the physicians composing the staff cannot be otherwise than wholesome and beneficial to the community as well as to the hospital.

*Conclusion*

The history of Allen Hospital during the past year has been one of quiet, loyal, and faithful service to the college and community. To those who in the future may have occasion to study the records of the hospital for the year 1929-30 there will not seem to be any particular accomplishment. Neither will there be any special need aside from that of an endowment which has existed from the very beginning. On the other hand, when studied and looked at in relation to years to come the year may have considerable significance; it has been characterized by a consolidation of the gains and accomplishments which have been brought about during the last four years. The result has been a more solid and united foundation for the work which lies ahead.

Respectfully submitted,

W. R. MORRISON.



PART III  
REPORT OF THE TREASURER





## TREASURER'S STATEMENT

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To the Board of Trustees of Oberlin College.

GENTLEMEN:—

I have the honor to present herewith the annual report of the Treasurer for the fiscal year ending August 31, 1930.

### INVESTMENT INCOME

Income from general investments was received during the year as follows:

From interest on investments.....	\$1,074,109.53
From interest, other sources.....	2,005.92
From real estate rents.....	14,560.48
From West Virginia Oil Lands .....	281.97
	\$1,090,957.90

After allowing \$742,590.24 to the Charles M. Hall Endowment Fund and \$4,029.80 to funds that were received during the year, \$344,198.94 was distributed at the rate of 5.84% to funds sharing in general investments, and the balance, \$138.92, was credited to Reserve Income Account for General Investments.

### INCOME AND EXPENSE BY DEPARTMENTS

The operations for the year resulted in a net surplus of \$71,610.29 as shown by the following table:

	Income	Expense	Surplus	Deficit
General .....	\$993,963.75	\$724,029.54	\$265,651.10	
College .....	395,857.02	520,923.54		\$126,197.91
School of Theology	41,434.44	57,909.03		22,393.79
Conservatory .....	212,080.77	257,553.26		45,449.11
	\$1,643,335.98	\$1,560,415.37	\$265,651.10	\$194,040.81
Special income unexpended ...	11,310.32			
	\$1,632,025.66			
	1,560,415.37		194,040.81	
Net surplus.....	\$ 71,610.29		\$ 71,610.29	

## REPORT OF THE TREASURER

The total income for the year as shown was \$1,643,335.98 and the expense was \$1,560,415.37. These amounts compare with income of \$1,655,832.79 and expense of \$1,411,529.93 for the year 1928-29.

## STATEMENT OF SURPLUS INCOME

Balance of surplus brought forward from 1928-29.....	\$103,671.60
Surplus for 1929-30.....	71,610.29

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\$175,281.89

## Deduct:

Purchases of properties.....	\$131,717.50
Deficit of Allen Hospital .....	6,511.18
Deficit of Oberlin Inn.....	10,751.75

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148,980.43

Balance carried forward to 1930-31.....	\$ 26,301.46
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The operation of the dormitories and boarding halls for the year resulted in a surplus of \$34,777.34. This amount is carried forward to 1930-31 to be distributed as follows:

Repayment balance of advance made to the French House by the College department (with interest).....	\$ 701.10
For equipment in new French House.....	455.06
For development of houses for men.....	938.77
Repayment of part advances from endowment for various dormitories .....	32,682.41

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\$34,777.34

After the repayment of advances from endowment for dormitories the investment of endowment in such properties is reduced to \$28,771.29.

## CHANGES IN CAPITAL ACCOUNT

Total Capital funds, August 31, 1929 .....	\$18,172,655.61
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## Additions during the year:

Gifts .....	217,381.89
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## Income added to principal—

Allen (Louis Weir) Scholarship.....	\$ 120.25
Annuity funds .....	305.52
Beacom (M. W.) Scholarship.....	8,552.57
Contagious Hospital Fund.....	157.15
Hall Auditorium Fund.....	62,764.54
Martin Lectureship .....	944.81
Mead-Swing Foundation .....	954.21
Starr (Comfort) Scholarship.....	423.61

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74,222.66



Sales of securities belonging to special funds  
and other capital adjustments—

Charles M. Hall Fund.....\$594,809.39  
Beacom (J. H.) fund.....159.75

594,969.14

\$19,059,229.30

Less:

Annuity fund investment charged off.....\$ 1,575.52  
General endowment investment charged off.. 100.00  
Hall Auditorium Fund (part) transferred to  
Plant Capital ..... 797.19

2,472.71

Total August 31, 1930.....\$19,056,756.59

#### CHANGES IN EDUCATIONAL PLANT ASSETS

Lands, buildings and equipment August 31, 1929 .....\$3,344,904.14

Additions during the year:

Stadium .....\$ 1,937.55  
Wright Zoological Laboratory..... 30,000.00—  
Theological Building (in construction)..... 18,799.76  
Galpin Field ..... 634.82  
Chance Creek Camp..... 1,200.00—  
Hall Auditorium organ (preliminary expense) 797.19  
Various Oberlin properties..... 100,517.50—

153,886.82

\$3,498,790.96

Deduct Council Hall removed ..... 38,000.00

Total August 31, 1930.....\$3,460,790.96

#### CHANGES IN EDUCATIONAL PLANT CAPITAL

Gifts and income August 31, 1929.....\$3,344,904.14

Additions during the year:

Gifts—

William A. Galpin for Galpin Field .....\$ 634.82  
Intercollegiate Athletics for Stadium..... 937.55

1,572.37

Transferred from James Fund income for  
Theological Building ..... 18,799.76

Transferred from Hall Auditorium Fund for  
organ expense ..... 797.19

Appropriated from income..... 132,717.50

\$3,498,790.96

Deduct Council Hall ..... 38,000.00

Total August 31, 1930.....\$3,460,790.96

## RESERVE INCOME ACCOUNT FOR GENERAL INVESTMENTS

At the close of the year 1928-29 Reserve Income Account showed a credit balance of \$43,570.92. During the year there was added to the account a net of \$1,997.98 from profits on the sale or maturity of investment properties, interest amounting to \$2,544.55 and undivided income, \$138.92. These additions increased the account to \$48,252.37 at the end of the year.

## GIFTS FOR THE YEAR

Gifts have been received for current expense amounting to \$43,453.25. Gifts for capital funds amounted to \$146,327.37. Gifts to the Endowment and Building Fund were \$72,626.89. The total receipts from gifts amount to \$262,407.51. The detail lists of these gifts together with statement of purpose for which the funds were given will be found beginning on page 229.

## ENDOWMENT AND BUILDING FUND OF 1923

A statement of the Endowment and Building Fund is furnished in the following summary:

Total subscriptions and gifts, including increases and various adjustments.....	\$3,120,274.32
Add collateral subscriptions counted during the year .....	68,438.00
	<hr/>
	\$3,188,712.32
Payments:	
Reported to August 31, 1929 .....	\$2,198,320.38
Payments received during the year.....	72,626.89
Payments collateral pledges.....	68,438.00
	<hr/>
Total payments .....	2,339,385.27
	<hr/>
Balance unpaid August 31, 1930.....	\$ 849,327.05



## THE ETTA FRASER MILLER LOAN FUND

In accordance with the terms of the gift there is here presented a statement of the transactions affecting the fund for 1929-30:

Principal August 31, 1929.....	\$49,661.65
Interest received on loans.....	2,209.19
Interest on part of principal uninvested.....	147.50
	<hr/>
	\$52,018.34
Less annuity paid .....	3,000.00
	<hr/>
	\$49,018.34
Loans August 31, 1929.....	\$36,265.38
New loans made.....	18,500.00
	<hr/>
	\$54,765.38
Loans repaid .....	8,656.04
	<hr/>
Loans August 31, 1930.....	\$46,109.34

## CENTRAL HEATING PLANT

The Central Heating Plant is conducted as a separate unit in the operations of the College. The net expense is distributed according to radiation and heating hours to the buildings served. A statement of the cost of operation of the plant for 1929-30 is as follows:

Labor .....	\$ 7,369.93
Coal .....	14,703.80
Repairs .....	1,295.42
Supplies .....	2,208.31
Telephone .....	49.20
Water .....	210.53
Light and power .....	289.10
Insurance .....	147.65
Coal unloader .....	195.52
	<hr/>
	\$26,469.46

BALANCE SHEET

August 31, 1930

ASSETS

INVESTMENTS—

General (Schedule I) .....	\$18,711,037.90
Special (Schedule II).....	256,839.61
Cash awaiting investment in hands of Endowment Trustees .....	72,518.67
Due from current cash—interest added to principal of funds and other capital adjustment.....	16,360.41
Total investment assets .....	<u>\$19,056,756.59</u>

EDUCATIONAL PLANT (Including dormitories and hospital)—

Lands (Schedule III).....	\$ 809,638.71	}
Buildings (Schedule IV).....	2,020,365.39	
Books, equipment and furniture (Schedule V) .....	530,786.86	
Cash investment of building capital .....	<u>100,000.00</u>	
		3,460,790.96

STUDENT LOAN FUNDS—notes (Schedule VI)..... 126,460.50

CURRENT—

Inventories of supplies.....	\$ 40,699.85
Insurance prepaid .....	7,702.65
Other deferred items.....	14,916.64
Cash and bank balances.....	\$63,471.42
Less due investment assets 16,360.41	
	<u>47,111.01</u>
Investment of cash reserve.....	<u>350,275.00</u>
	460,705.15
	<u>\$23,104,713.20</u>



## BALANCE SHEET

August 31, 1930

## LIABILITIES

## ENDOWMENTS FOR CURRENT EXPENSES—

General (Schedule VII).....	\$15,581,882.11	
Library (Schedule VIII).....	269,044.56	
College of Arts and Sciences (Schedule IX) .....	418,736.65	
School of Theology (Schedule X).....	624,806.80	
Conservatory of Music (Schedule XI)...	47,299.50	
		<u>\$16,941,769.62</u>

## SCHOLARSHIP FUNDS—

General (Schedule XII).....	\$ 451,379.32	
College of Arts and Sciences (Schedule XIII) .....	74,379.00	
School of Theology (Schedule XIV).....	114,900.72	
Conservatory of Music (Schedule XV)...	13,010.00	
		<u>653,669.04</u>

STUDENT LOAN FUNDS (income loaned) (Schedule XVI).. 41,150.00

SPECIAL FUNDS (Schedule XVII)..... 1,139,839.64

ANNUITY FUNDS (Schedule XVIII)..... 280,328.29

Total funds for investment..... \$19,056,756.59EDUCATIONAL PLANT (Including dormitories  
and hospital) (Schedule XIX)

Gifts and income.....	\$ 3,399,337.26	
Advanced from endowment funds.....	61,453.70	
		<u>3,460,790.96</u>

STUDENT LOAN FUND (Principal loaned) (Schedule XX).. 154,893.12

## CURRENT—

General surplus .....	\$ 26,301.46	
Dormitory surplus .....	34,777.34	
Accounts payable .....	21,841.20	
Reserve for general investments.....	48,252.37	
Reserve for insurance .....	5,045.79	
Reserve for pensions.....	7,270.94	
Reserve for plant development .....	118,419.54	
Departmental credits (Schedule XXI)...	32,858.90	
Unused income restricted funds (Schedule XXII) .....	104,358.20	
Balances restricted gifts (Schedule XXIII).....	24,519.20	
Miscellaneous .....	8,627.50	
		<u>432,272.53</u>

\$23,104,713.20

## COMBINED STATEMENT OF INCOME AND EXPENSE

## INCOME

## INCOME FROM ENDOWMENTS—

Unrestricted .....	\$ 133,297.73
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## Restricted—

Departmental .....	\$761,603.36
Health service .....	242.49
Lectureships .....	5,389.87
Professorships .....	47,163.28
Buildings and maintenance .....	20,698.45
Library .....	15,697.00
Scholarships .....	28,691.65
Miscellaneous .....	945.51

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880,431.61

Total from endowments.....	\$1,013,729.34
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INCOME FROM ENDOWMENTS HELD IN TRUST FOR  
OBERLIN COLLEGE—

Unrestricted .....	\$ 4,075.77
Restricted .....	13,471.79

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17,547.56

## STUDENT FEES—

College .....	\$359,928.55
Conservatory .....	193,999.17

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553,927.72

## GIFTS FOR CURRENT USE—

Retiring allowances .....	\$ 21,663.90
Lectures .....	2,066.45
Living Endowment Union .....	2,282.00
Other .....	200.00

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26,212.35

## MISCELLANEOUS—

Library receipts .....	\$ 3,334.75
Rental of buildings .....	856.10
Recitals and lectures.....	15,721.50
Interest on cash balances.....	11,994.16
Other .....	12.50

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31,919.01

Total income .....	\$1,643,335.98
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## TREASURER'S STATEMENT

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## COMBINED STATEMENT OF INCOME AND EXPENSE

## EXPENSE

## ADMINISTRATION—

Salaries .....	\$159,087.31	
Fees endowment trustees .....	27,525.15	
Supplies and expense .....	47,906.67	
Contributory pensions .....	3,150.00	
Publication and publicity .....	15,802.06	
		\$ 253,471.19

## INSTRUCTION—

Salaries .....	\$665,490.52	
Supplies and expense .....	9,099.68	
Contributory pensions .....	17,959.90	
Equipment .....	55,893.06	
		748,443.16

## LIBRARY—

Salaries .....	\$ 54,841.19	
Supplies and expense .....	11,424.48	
Contributory Pensions .....	275.00	
Books and perodicals .....	23,367.63	
		89,908.30

## ART MUSEUM—

Salaries .....	\$ 6,049.96	
Supplies and expense .....	1,415.60	
Contributory pensions .....	100.00	
		7,565.56

SCHOLARSHIPS ..... 76,555.58

MAINTENANCE AND OPERATION OF PLANT ..... 162,342.77

## MISCELLANEOUS—

Retiring allowances .....	\$ 46,169.15	
Lectures and recitals .....	22,554.79	
Commencement .....	5,771.07	
Aid student organizations .....	3,512.02	
Educational organizations .....	1,076.00	
Other .....	24,626.24	
		103,709.27

RESERVE FOR PLANT DEVELOPMENT ..... \$1,441,995.83

Total expense ..... \$1,560,415.37

Balance—Income Special Purposes .... \$ 11,310.32

Surplus ..... 71,610.29

82,920.61

\$1,643,335.98

Cash p 221 18,775.95  
 Cash 223 44,022.25  
 Cash 225 6,795.  
 Cash 226 6,962.38  
 76,555.58

## REPORT OF THE TREASURER

## COMPARATIVE STATEMENT

The following is a comparative statement of the Endowment, Scholarship and Loan Funds, and Total Assets of the College, including Buildings, Grounds, and Equipment:

Year	Endowment	Scholarship and Loan Funds	Total Endowment Assets	Total Assets Including Build- ings and Equipment
1855.....\$	84,450.58	\$.....	\$ 84,450.58	\$.....
1875.....	159,787.34	9,045.00	168,832.34	333,832.34
1895.....	680,523.15	55,345.18	735,868.33	1,612,415.86
1905.....	1,254,399.45	91,934.75	1,346,334.20	2,422,660.33
1910.....	1,729,747.26	112,825.71	1,842,572.97	3,524,272.36
1911.....	1,841,678.26	115,874.51	1,957,552.77	3,754,400.04
1912.....	2,139,657.95	164,862.55	2,304,550.50	4,161,782.62
1913.....	2,151,072.87	172,827.64	2,323,900.51	4,207,868.07
1914.....	2,156,488.91	171,944.39	2,328,433.30	4,265,898.88
1915.....	2,223,609.82	185,343.92	2,408,953.74	4,389,934.57
1916.....	2,343,148.80	193,863.80	2,537,012.60	4,787,181.03
1917.....	2,457,637.72	225,551.96	2,683,189.68	5,183,684.55
1918.....	2,563,165.22	233,976.35	2,797,141.57	6,027,626.66
1919.....	2,591,833.84	243,988.51	2,835,822.35	6,027,953.35
1920.....	2,590,983.67	249,957.10	2,840,930.77	6,192,451.46
1921.....	2,593,968.67	260,558.21	2,854,526.88	6,317,368.24
1922.....	2,594,317.40	339,936.85	2,934,254.25	6,444,867.94
1923.....	2,602,712.17	370,316.72	2,973,028.89	6,549,129.17
1924.....	2,874,667.13	483,849.81	3,358,516.94	6,825,713.25
1925.....	3,052,946.27	546,822.23	3,599,768.50	7,299,396.52
1926.....	13,377,829.34	575,013.24	13,952,842.58	18,262,671.61
1927.....	13,583,032.35	639,764.10	14,222,796.44	18,704,335.08
1928.....	15,610,876.24	667,838.42	16,278,714.66	21,012,050.20
1929.....	16,201,664.03	824,868.40	17,026,532.43	22,004,028.60
1930.....	16,941,769.62	849,712.16	17,791,481.78	23,104,713.20

In addition to the above endowment funds having a total of \$17,791,481.78, a fund of \$50,000.00 has been placed with The Cleveland Trust Company, as Trustee, the income of which is available for expenses of the College for health service. There is also a fund of \$100,000.00 with The Cleveland Trust Company, as Trustee, the income of which is available for the purpose of the Adelia A. F. Johnston Professorship of Art. As one of the beneficiaries under the will of Mr. Frederick Norton Finney, the College is receiving income from his estate, held in trust by the First Trust Company of Milwaukee, Wis. The amount received from this source in the year 1929-30 was \$4,075.77.

Respectfully submitted,

HIRAM B. THURSTON,  
Treasurer.



# TREASURER'S ACCOUNTS

## LIST OF ACCOUNTS

First, a classified list of the properties, or assets in which the Funds and Balances are invested. (See pages 189-195).

Second, a list of all Funds and Balances in the care of the Treasurer, showing their amounts at the beginning and at the end of the year. (See pages 195-210).

Third, a set of tables showing the current income and expense of each department in detail. (See pages 211-228).

Fourth, a detailed list of gifts received during the year. (See pages 229-235).

## SCHEDULE I

### *General Investments*

1. Real estate mortgages.....	\$ 9,429,216.11
2. Bonds—	
Government .....	\$ 381,470.98
Public Utility.....	534,438.59
Railroad .....	286,973.68
Industrial .....	2,775,680.48
Real Estate .....	212,165.24
	<hr/>
	4,190,728.97
3. Stocks —	
Public Utility .....	\$ 181,918.05
Railroad .....	91,276.20
Industrial .....	4,358,521.86
Real Estate.....	7,070.00
Bank .....	3,607.08
	<hr/>
	4,642,393.19
4. Real estate .....	210,650.75
5. General houses and land (Oberlin properties) .....	174,653.18
6. Bills receivable .....	1,942.00
7. Investment in educational plant.....	61,453.70
	<hr/>
Total .....	\$18,711,037.90

## REPORT OF THE TREASURER

## SCHEDULE II

*Special Investments*

1. Library funds—stocks .....	\$ 1,000.00	
bonds . . . . .	2,000.00	
		\$ 3,000.00
2. James K. Newton Japanese Scholarship—bonds.....		1,000.00
3. Mead-Swing Foundation—stocks .....		14,275.00
(Balance of fund, \$20,009.26, invested with General Investments)		
4. John H. Beacom Fund—stocks.....	\$57,159.37	
bonds . . . . .	2.00	
		57,161.37
(Balance of fund, \$10,590.02, invested with General Investments)		
5. M. W. Beacom Scholarship Fund—stocks.....		134,640.24
(Balance of fund, \$11,935.79, invested with General Investments)		
6. Shafer Fund—stocks .....	\$ 869.00	
bonds . . . . .	3,669.00	
		4,538.00
(Balance of fund, \$80.76, invested with General Investments)		
7. Moulton Fund—stocks .....	\$36,000.00	
bonds . . . . .	2,225.00	
land trust certificates.....	4,000.00	
		42,225.00
(Balance of fund, \$7,515.64, invested with General Investments)		
		\$256,839.61

## SCHEDULE III

*Educational Plant Assets—Lands*

1. Campus and College lands.....	\$ 385,257.26
2. Arboretum and Park lands.....	33,178.56
3. Athletic grounds, men.....	5,069.00
4. Athletic grounds, women.....	19,892.86
5. Recreation camps .....	10,340.00
6. Dormitory sites .....	47,364.00
7. Allen Hospital .....	7,197.40
8. Various sites .....	301,339.63
	\$ 809,638.71

*Detail of Educational Plant Assets—Lands*

1. Campus and College lands—	
Campus . . . . .	\$ 100,000.00
Administration Building site.....	5,900.00
Art Building site.....	43,150.00
Barnard Property, North Main Street.....	5,500.00
Beers Property, North Main Street.....	3,500.00
Broadwell Property, West Lorain Street.....	4,000.00
Carnegie Library site.....	15,945.00
Chapel site .....	9,200.00
Dick Property, North Main Street.....	7,000.00
Evans-Grills Property, North Main Street. ....	10,500.00
Fitch Property, North Main Street.....	4,500.00



Fitch Property, Willard Court.....	3,500.00	
Geological Laboratory site.....	1,594.50	
Kelley and Bailey Property, North Main Street.....	6,984.76	
Men's Building site.....	17,000.00	
M. E. Church site, North Main Street.....	60,000.00	
Oberlin Realty Property, East Lorain Street.....	4,500.00	
Peters Hall site.....	2,500.00	
Pfaff Property, Willard Court.....	3,500.00	
President's House site.....	4,000.00	
Rice Hall site.....	2,500.00	
Severance Laboratory site.....	7,500.00	
Steele Property, North Main Street.....	6,600.00	
Sturges Hall site.....	4,000.00	
Theological Building site.....	6,633.00	
Town Hall site, North Main Street.....	20,000.00	
Warner Hall site.....	7,500.00	
Warner Gymnasium site.....	5,500.00	
Westervelt Building site.....	10,250.00	
Women's Building site.....	2,000.00	
		<hr/>
		\$ 385,257.26
		<hr/>
2. Arboretum and Park lands—		
Arboretum . . . . .	\$ 2,000.00	
Other lands . . . . .	31,178.56	
		<hr/>
		\$ 33,178.56
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3. Athletic Grounds, Men—		
Dill Field . . . . .	\$ 5,069.00	
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4. Athletic Grounds, Women—		
Galpin Field . . . . .	\$13,392.86	
Gilchrist land . . . . .	4,000.00	
Women's Field House site.....	2,500.00	
		<hr/>
		\$ 19,892.86
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5. Recreation Camps—		
Chance Creek site.....	\$ 5,340.00	
Erie County site.....	5,000.00	
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		\$ 10,340.00
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6. Dormitory Sites—		
Allencroft . . . . .	\$ 2,500.00	
Baldwin Cottage . . . . .	5,000.00	
Barrows House . . . . .	6,000.00	
Churchill Cottage . . . . .	2,000.00	
Dascomb Cottage . . . . .	5,000.00	
Ellis Cottage . . . . .	2,500.00	
Fairchild House . . . . .	3,500.00	
Johnson House . . . . .	7,000.00	
Keep Cottage Annex.....	1,500.00	
Keep Cottage . . . . .	1,164.00	
Lord Cottage . . . . .	4,000.00	
Shurtleff Cottage . . . . .	3,200.00	
Talcott Hall . . . . .	4,000.00	
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		\$ 47,364.00
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\*Gift.

## REPORT OF THE TREASURER

7. Allen Hospital .....		\$ 7,197.40
8. Various Sites—		
Allen Property, Woodland Avenue.....	\$12,000.00	
Ashley Property, Woodland Avenue.....	11,500.00	
Avery Property, West Lorain Street.....	3,000.00	
Berthoff-Franklin Property, Woodland Ave.	19,000.00	
Cairns Property, North Professor Street..	11,000.00	
Child Property, North Professor Street...	8,492.50	
Clark Property, West Lorain Street.....	3,271.70	
Davis Property, Woodland Avenue.....	8,000.00	
Dexter Property .....	6,120.00	
Dunham Property, North Cedar Avenue..	6,500.00	
East Lodge .....	8,533.05	
Ely Property, North Professor Street.....	6,000.00	
Feick Property, North Professor Street..	1,800.00	
Frey Property, West College Street.....	8,000.00	
Hall Property, North Professor Street....	9,300.00	
Horn Property, Union Street.....	800.00	
Ingraham Property, West College Street..	7,500.00	
Kleinfelter Property, North Professor St.	8,500.00	
Lyon, McDaniels and Strong Properties West College and Cedar Avenue.....	1,800.00	
Marshall Property, West Lorain Street...	1,949.70	
May Property, North Professor Street....	8,000.00	
May Property, Union Street.....	900.00	
Metcalf Property, Woodland Avenue.....	2,250.00	
Molyneaux Property, North Cedar Avenue	4,600.00	
Parsons Property, North Professor Street	100.00	
Peake Property, North Professor Street..	100.00	
Persons Property, North Professor Street	13,500.00	
Pfaff Property, North Main Street.....	12,000.00	
Pope Property, North Professor Street...	5,000.00	
Porter Property, West College Street.....	7,500.00	
Powers Property, West College Street....	3,927.68	
Pyle Property, West College Street.....	100.00	
Root Property, North Professor Street...	11,500.00	
Scutt Property, Woodland Avenue.....	1,625.00	
Shaw Property, Union Street.....	2,020.00	
Squire Property, West Lorain Street.....	9,000.00	
Stockham Property, North Professor Street	4,250.00	
C. R. Strong Property, Woodland Avenue	12,500.00	
J. A. Strong Property, Woodland Avenue	11,500.00	
Tenney Property, North Professor Street.	20,000.00	
United Church Property, West College St.	9,500.00	
Webster Property, West Lorain Street....	5,000.00	
West Lodge .....	9,400.00	
Wilcox Property, West College Street.....	4,000.00	
		\$ 301,339.63
Total of Educational Plant Assets—Lands.....	\$	809,638.71



## SCHEDULE IV

*Educational Plant Assets—Buildings*

1. Educational . . . . .	\$1,558,866.77
2. Dormitories . . . . .	256,900.00
3. Hospital . . . . .	204,598.62
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	\$2,020,365.39

*Detail of Educational Plant Assets—Buildings*

1. Educational—	
Administration Building . . . . .	\$ 83,005.59
Art Building . . . . .	203,500.00
Botanical Laboratory . . . . .	6,500.00
Botanical Laboratory Annex . . . . .	10,000.00
Carnegie Library . . . . .	160,000.00
Finney Memorial Chapel . . . . .	134,500.00
Geological Laboratory . . . . .	5,500.00
Heating Plant . . . . .	108,712.40
Men's Building . . . . .	150,450.00
Peters Hall . . . . .	76,000.00
Peters Hall Observatory . . . . .	6,000.00
President's House . . . . .	33,500.00
Rice Hall . . . . .	80,000.00
Severance Laboratory . . . . .	60,000.00
Stadium . . . . .	40,680.06
Sturges Hall . . . . .	15,000.00
Theological Building (under construction) . . . . .	18,799.76
Warner Hall . . . . .	175,000.00
Warner Gymnasium . . . . .	68,000.00
Westervelt Building . . . . .	35,970.84
Women's Building . . . . .	3,500.00
Women's Camp (Hanna Cottage) . . . . .	5,750.00
Women's Field House . . . . .	5,250.00
Women's Gymnasium . . . . .	11,000.00
Wright Zoological Laboratory . . . . .	62,248.12
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	\$1,558,866.77
2. Dormitory—	
Allencroft . . . . .	\$ 10,500.00
Baldwin Cottage . . . . .	43,000.00
Barrows House . . . . .	20,000.00
Churchill . . . . .	6,000.00
Dascomb Cottage . . . . .	15,900.00
Ellis Cottage . . . . .	5,000.00
Fairchild House . . . . .	4,500.00
Johnson House . . . . .	11,000.00
Keep Cottage Annex . . . . .	4,000.00
Keep Cottage . . . . .	37,000.00
Lord Cottage . . . . .	15,000.00
Shurtleff Cottage . . . . .	15,000.00
Talcott Hall . . . . .	70,000.00
	<hr/>
	\$ 256,900.00
3. Hospital Building . . . . .	<hr/>
	\$ 204,598.62
Total Educational Plant Assets—Buildings . . . . .	<hr/>
	\$2,020,365.39

## REPORT OF THE TREASURER

## SCHEDULE V

*Educational Plant Assets—Books, Equipment and Furniture*

1. Educational . . . . .	\$ 450,495.62
2. Dormitory . . . . .	33,000.00
3. Hospital . . . . .	47,291.24

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\$ 530,786.86

*Detail of Books, Equipment and Furniture*

1. Educational—	
Administration Building . . . . .	\$ 6,000.00
Art Building . . . . .	114,000.00
Art and Archaeology . . . . .	6,000.00
Botanical Laboratory . . . . .	18,000.00
Carnegie Library . . . . .	11,200.00
Finney Memorial Chapel . . . . .	25,000.00
Geological Laboratory . . . . .	9,000.00
Hall Auditorium (preliminary expense) . . . . .	797.19
Library . . . . .	75,000.00
Library music . . . . .	3,000.00
Men's Building . . . . .	6,000.00
Peters Hall . . . . .	4,000.00
Peters Hall Astronomy . . . . .	2,850.00
Physical Laboratory . . . . .	10,000.00
President's House . . . . .	12,148.43
Psychology Laboratory . . . . .	1,500.00
Rice Hall . . . . .	26,000.00
Severance Laboratory . . . . .	8,000.00
Theological Building . . . . .	4,000.00
Warner Hall . . . . .	80,000.00
Warner Gymnasium . . . . .	7,000.00
Women's Building . . . . .	1,000.00
Women's Gymnasium . . . . .	4,000.00
Wright Zoological Laboratory . . . . .	16,000.00

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\$ 450,495.62

2. Dormitory—	
Allencroft . . . . .	\$ 1,500.00
Baldwin Cottage . . . . .	4,500.00
Barrows House . . . . .	2,500.00
Churchill Cottage . . . . .	500.00
Dascomb Cottage . . . . .	2,000.00
Ellis Cottage . . . . .	500.00
Fairchild House . . . . .	500.00
Johnson House . . . . .	2,000.00
Keep Cottage Annex . . . . .	500.00
Keep Cottage . . . . .	5,000.00
Lord Cottage . . . . .	5,000.00
Shurtleff Cottage . . . . .	1,500.00
Talcott Hall . . . . .	5,000.00
Tank Hall . . . . .	2,000.00

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\$ 33,000.00

3. Allen Hospital . . . . .	\$ 47,291.24
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Total Educational Plant Assets—Books, Equipment and Furniture . . . . . \$ 530,786.86



SCHEDULE VI

Student Loan Fund Notes

Fund—	Amount
Anderegg . . . . .	\$ 400.00
Atkinson . . . . .	4,576.92
Baldwin Cottage . . . . .	279.00
Berger . . . . .	530.00
Camp . . . . .	150.00
Conservatory . . . . .	10,719.50
Copp . . . . .	950.00
Davis . . . . .	250.00
Drew . . . . .	240.00
Fawcett . . . . .	415.00
Freshman Women . . . . .	868.95
Gilbert . . . . .	363.00
Gilchrist Banking . . . . .	17,818.06
Graduate School of Theology . . . . .	4,865.18
Jones . . . . .	3,725.00
Lauderdale . . . . .	554.00
Metcalf . . . . .	255.00
Etta Fraser Miller . . . . .	46,109.34
Monroe . . . . .	4,254.32
Moulton . . . . .	500.00
Noah . . . . .	9,223.50
Perkins . . . . .	305.00
Scholarship . . . . .	3,175.81
Seiberling . . . . .	665.00
Shedd . . . . .	14,267.92
Sinclair . . . . .	1,000.00
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	\$ 126,460.50

FUNDS AND BALANCES

SCHEDULE VII

General Endowment

1. Unrestricted . . . . .	\$ 1,989,316.76
2. Restricted	
a. Departmental . . . . .	\$12,975,212.51
b. Health service and hospital . . . . .	31,633.89
c. Lectureships . . . . .	80,405.17
d. Maintenance, buildings and grounds . . . . .	256,720.00
e. Professorships . . . . .	233,742.19
f. Miscellaneous . . . . .	14,851.59
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	13,592,565.35
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	\$15,581,882.11

## REPORT OF THE TREASURER

## Detail of General Endowment

## 1. Unrestricted

August 31, 1929		August 31, 1930
\$ 17,564.89	Alumni Fund (1870) .....	\$ 17,564.89
5,000.00	Ampt (William M.) (1911) .....	5,000.00
500.00	Anonymous (1910) .....	500.00
5,000.00	Anonymous (1911) .....	5,000.00
2,500.00	Anonymous (1911) .....	2,500.00
5,000.00	Anonymous (1915) .....	5,000.00
10,000.00	Atkinson (Sarah M.) (1908) .....	10,000.00
100.00	Baker (Janette W.) (1909) .....	100.00
24,475.00	Baldwin (E. I.) (1894) .....	24,475.00
275.39	Bigelow (Maria B.) (1908) .....	275.39
500.00	Billings (Mrs. Frederick) (1910) .....	500.00
10,000.00	Bissell (Henrietta) (1879) .....	10,000.00
500.00	Briggs (Charles E.) (1911) .....	500.00
1,505.91	Butler (1882) .....	1,505.91
100.00	Carrothers (Clara E.) (1909) .....	100.00
1,000.00	Coffin (C. A.) (1911) .....	1,000.00
3,028.26	Cooper (1901) .....	3,028.26
4,674.25	Dutton (1881) .....	4,674.25
1,925.25	Endowment Union (1907) .....	1,925.25
175,628.86	Endowment .....	175,628.86
Endowment, 1923 Campaign		
5,285.00	Cross (R. T. and Emma Bridgeman) (1926) .....	5,285.00
1,050.00	Hall (Lyman B.) (1924) .....	1,050.00
1,000.00	Keeler (Harriet L.) (1924) .....	1,000.00
4,300.00	Nye (David Fisher) (1924) .....	4,300.00
1,357,271.91	Undesignated (1923) .....	1,425,899.30
242.70	Finney (1882) .....	242.70
13,645.76	Firestone (Rose P.) (1902) .....	13,645.76
2,525.00	Fowler (Kate) (1911) .....	2,525.00
4,271.00	Gilchrist (1892) .....	4,271.00
709.68	Gillett (1880) .....	709.68
500.00	Gram (Jesse P.) (1926) .....	500.00
50.00	Green (Miss Mary Pomeroy) (1911) .....	50.00
10,175.00	Hall (Charles M.) (1911) .....	10,175.00
2,000.00	Handy (Truman P.) (1899) .....	2,000.00
31,019.63	Haskell (Caroline E.) (1905) .....	31,019.63
250.00	Haskell (Ruth A.) (1924) .....	250.00
1,500.00	Haynes (Celia Morgan) (1911) .....	1,500.00
100.00	Henderson (Thomas) (1911) .....	100.00
100.00	Hillyer (Appleton R.) (1911) .....	100.00
7,763.75	Holbrook (Laura C.) (1917) .....	7,763.75
854.00	Hotchkiss (Helen M.) (1902) .....	854.00
200.00	Hubel (F. A.) (1909) .....	200.00
10,000.00	James (Ellen S.) (1911) .....	10,000.00
2,000.00	Jenison (Angeline Fisher) (1907) .....	2,000.00
1,000.00	Jessup (Mrs. M. K.) (1911) .....	1,000.00
1,000.00	Keep (Albert) (1911) .....	1,000.00
2,997.97	Keith (1904) .....	2,997.97
48,558.45	Kennedy (John S.) (1909) .....	48,558.45
3,871.25	Kimball (Edward D.) (1907) .....	3,871.25
1,000.00	Kirby (Martha A.) (1911) .....	1,000.00
79.14	Latimer (1876) .....	79.14
1,000.00	Lawson (Victor F.) (1910) .....	1,000.00
10,000.00	Lyon (Marcus) (1902) .....	10,000.00
1,939.06	McCall (Mary Tilden) (1914) .....	1,939.06
800.12	McClelland (1903) .....	800.12



1,166.67	Magraugh (1908) .....	1,166.67
3,056.97	Martin (Caroline M.) (1912) .....	3,056.97
5,000.00	Mellon (A. W. and R. B.) (1911) .....	5,000.00
700.00	Miller (Amos C.) (1911) .....	700.00
18,343.27	Nicholl (Lizzie) (1915) .....	18,343.27
100.00	Perkins (Mabel H.) (1911) .....	100.00
2,995.93	Pond (C. N.) (1885) .....	2,995.93
2,994.39	Prunty (Mary) (1888) .....	2,994.39
48,300.85	Reunion Fund of 1900 (part)—	
	Class of '38 .....	\$ 200.00
	Class of '42 .....	500.00
	Class of '43 .....	565.00
	Class of '45 .....	100.00
	Class of '46 .....	50.00
	Class of '47 .....	285.00
	Class of '48 .....	10.00
	Class of '50 .....	250.00
	Class of '51 .....	260.00
	Class of '54 .....	35.00
	Class of '55 .....	25.00
	Class of '56 .....	985.00
	Class of '57 .....	755.00
	Class of '59 .....	343.00
	Class of '60 .....	97.76
	Class of '61 .....	100.00
	Class of '62 .....	910.00
	Class of '63 .....	485.00
	Class of '64 .....	75.00
	Class of '65 .....	810.00
	Class of '66 .....	266.50
	Class of '67 .....	455.00
	Class of '70 .....	1,480.00
	Class of '71 .....	450.00
	Class of '72 .....	561.00
	Class of '73 .....	1,115.00
	Class of '74 .....	190.00
	Class of '75 .....	2,698.01
	Class of '76 .....	858.00
	Class of '77 .....	562.50
	Class of '78 .....	9,595.00
	Class of '79 .....	1,308.45
	Class of '80 .....	459.00
	Class of '81 .....	525.25
	Class of '82 .....	1,400.00
	Class of '83 .....	3,191.50
	Class of '84 .....	1,178.20
	Class of '85 .....	2,650.00
	Class of '86 .....	624.00
	Class of '87 .....	464.74
	Class of '88 .....	380.00
	Class of '89 .....	3,655.00
	Class of '90 .....	1,991.50
	Class of '91 .....	727.00
	Class of '92 .....	500.50
	Class of '93 .....	1,260.50
	Class of '94 .....	854.00
	Class of '95 .....	100.00
	Class of '96 .....	365.00
	Class of '97 .....	958.34
	Class of '99 .....	636.10—
		48,300.85

## REPORT OF THE TREASURER

500.00	Rogers (J. R.) (1911) .....	500.00
85.06	Shaw (1882) .....	85.06
	Shepardson (Otis and Catherine) (1930) ...	6,255.14
5,000.00	Sherman (John) (1902) .....	5,000.00
1,000.00	Shotwell (Theodore F.) (1926) .....	1,000.00
4,846.10	Smith (Clarissa M.) (1896) .....	4,846.10
5,098.88	Springer (Mary A.) (1896) .....	5,098.88
50.00	Stanley (Helen Talcott) (1911) .....	50.00
1,000.00	Stokes (Olivia E. P.) (1909) .....	1,000.00
500.00	Thompson (Mrs. W. R.) (1911) .....	500.00
100.00	Tracy (Mrs. F. E.) (1909) .....	100.00
1,000.00	Vaile (Joel F.) (1911) .....	1,000.00
1,000.00	Walker (Helen M.) (1928) .....	1,000.00
100.00	Webb (Rebecca) (1910) .....	100.00
1,033.77	West (Edward) (1902) .....	1,033.77
2,051.94	West (F. E. and M. L.) (1915) .....	2,051.94
1,000.00	West (E. A.) (1910) .....	1,000.00
500.00	White (Clinton L.) (1925) .....	500.00
1,000.00	Wickham (Delos O.) (1911) .....	1,000.00
2,023.17	Williams (1902) .....	2,023.17
4,500.00	Williams (Jennie J.) (1925) .....	4,500.00
1,000.00	Wilson (John J.) (1926) .....	1,000.00
50.00	Wrisley (Allen B.) (1911) .....	50.00

Total General Endowment Unrestricted .....\$ 1,989,316.76

## 2. Restricted

## a. Departmental

\$ 125,000.00	General Education Board (1911) .....	\$ 125,000.00
12,055,503.12	Hall (Charles M.) (1925) .....	12,650,212.51
200,000.00	Rockefeller (John D.) (1902) .....	200,000.00
		<u>\$12,975,212.51</u>

b. Health Service and Hospital—  
College

\$ 3,000.00	Allen (Jennie) Nurse (1875) .....	\$ 3,000.00
100.00	Hospital (1925) .....	100.00
2,000.00	Class of 1899 (1929) .....	2,000.00
3,000.00	Shurtleff (Mary Burton) (1926) .....	4,000.00

## Village

500.00	Arnold (Annie P.) (1926) .....	500.00
10,000.00	Browning (1920) .....	10,000.00
100.00	Harkness (Children's Fund) (1926) .....	100.00
3,585.73	Leonard (Fred E.) (1925) .....	3,585.73
5,000.00	Mussey (1919) .....	5,000.00
500.00	Tudehope (1920) .....	500.00
2,691.01	Contagious (1920) .....	2,848.16

\$ 31,633.89



## c. Lectureship

\$	26,180.50	Baldwin (1928) .....	\$	26,180.50
	18,680.60	Martin (Charles Beebe) (1926) .....		19,940.41
	33,330.05	Mead-Swing Foundation (1926) .....		34,284.26
				<hr/>
				\$ 80,405.17
				<hr/>

## d. Maintenance, Buildings and Grounds

\$	10,000.00	Barnes (Kora F.) (1905) .....	\$	10,000.00
	200,000.00	Hall (Charles M.) (1917) .....		200,000.00
	10,000.00	Olney (1904) .....		10,000.00
		Physics Laboratory Building (1929) .....		10,000.00
	10,720.00	Severance Laboratory Maintenance (1902) ..		10,720.00
	16,000.00	Warner Gymnasium (1902) .....		16,000.00
				<hr/>
				\$ 256,720.00
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## e. Professorships

\$	100,000.00	Anonymous (1906) .....	\$	100,000.00
	38,000.00	Dickinson (Julia) (1893) .....		38,000.00
	37,242.19	Fairchild (James H.) (1888) .....		37,242.19
	38,500.00	Osborn (Wm. E.) (1901) .....		38,500.00
	20,000.00	Plumb (Ralph) (1881) .....		20,000.00
				<hr/>
				\$ 233,742.19
				<hr/>

## f. Miscellaneous

\$	4,369.50	American Schools at Rome and Athens (1924) .	\$	4,526.50
	3,065.41	Class of 1889 (1915) .....		3,265.41
	2,605.35	Class of 1898 (1905) .....		2,605.35
	500.00	Foltz Tract (1881) .....		500.00
	2,304.33	Gilbert Memorial (1911) .....		2,304.33
	1,150.00	Y. M. C. A. Reading Room (1907) .....		1,150.00
	500.00	Lewis (Hannah Snow) (1902) .....		500.00
				<hr/>
				\$ 14,851.59
				<hr/>

Total Restricted General Endowment .....\$13,592,565.35

## REPORT OF THE TREASURER

## SCHEDULE VIII

*Library Endowment*

1. Unrestricted . . . . .	\$ 109,561.00
2. Restricted (Book funds) . . . . .	159,483.56

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\$ 269,044.56

## 1. Detail of Library Endowment Unrestricted

\$ 9,980.10	Coburn (Helen G.) (1905) . . . . .	\$ 9,980.10
586.49	Davis (1882) . . . . .	586.49
2,000.00	Dodge (Grace H.) (1906) . . . . .	2,000.00
9,000.00	Hall (Charles M.) (1906) . . . . .	9,000.00
1,350.00	Hall (Thomas A.) (1906) . . . . .	1,350.00
10,000.00	James (D. Willis) (1906) . . . . .	10,000.00
475.00	Kendall (Abbie R.) (1906) . . . . .	475.00
33,395.56	Lyman (C. N.) (1907) . . . . .	33,395.56
340.25	Perry (1873) . . . . .	340.25
5,000.00	Severance (L. H.) (1906) . . . . .	5,000.00
5,000.00	Shedd (E. A. and C. B.) (1906) . . . . .	5,000.00
4,570.00	Terrell (H. L.) (1909) . . . . .	4,570.00
2,850.00	West (E. A.) (1905) . . . . .	2,850.00
158.45	Whipple (1880) . . . . .	158.45
24,855.15	Sundries . . . . .	24,855.15
		<hr/>
		\$ 109,561.00

## 2. Detail of Library Endowment Restricted

*Library Book Funds*

\$ 5,724.13	Alden (E. K.) (1899) . . . . .	\$ 5,724.13
100.00	Andrews (1900) . . . . .	100.00
1,000.00	Anonymous (1906) . . . . .	1,000.00
76,357.36	Anonymous (1908) . . . . .	76,357.36
500.00	Arnold (Annie P.) (1925) . . . . .	500.00
320.00	Callender Collection (1916) . . . . .	700.00
50,000.00	Carnegie Corporation of New York (1925) . . . . .	50,000.00
887.00	Class of 1885 (1886) . . . . .	887.00
500.00	Cochran (1886) . . . . .	500.00
1,000.00	Culver (Helen F.) (1909) . . . . .	1,000.00
2,152.50	Faculty (1902) . . . . .	2,152.50
500.00	Grant (1886) . . . . .	500.00
500.00	Hall (Thomas A.) (1886) . . . . .	500.00
2,000.00	Hay (C. S.) (1908) . . . . .	2,000.00
100.00	Henderson (A. M.) (1886) . . . . .	100.00
11,176.63	Holbrook (1888) . . . . .	11,176.63
500.00	Keep-Clark (1886) . . . . .	500.00
42.00	Library (1889) . . . . .	42.00
1,743.94	McCall (Mary Tilden) (1919) . . . . .	1,743.94
2,000.00	McKelvey (John) Memorial (1920) . . . . .	2,000.00
1,000.00	Munsell (E. May) (1893) . . . . .	1,000.00
1,000.00	Plumb (1887) . . . . .	1,000.00
		<hr/>
		\$ 159,483.56

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Total Library Endowment . . . . . \$ 269,044.56



SCHEDULE IX

*College of Arts and Sciences Endowment*

1. Unrestricted . . . . .	\$	67,769.59
2. Restricted—		
a. Equipment . . . . .	\$	4,000.00
b. Professorships . . . . .		346,967.06
		<hr/>
	\$	350,967.06
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	\$	418,736.65

*Detail of College of Arts and Sciences Endowment*

1. Unrestricted			
\$	67,769.59	Endowment (1852) . . . . .	\$ 67,769.59
			<hr/>
2. Restricted			
a. Equipment			
\$	4,000.00	Zoölogical Laboratory (1911) . . . . .	\$ 4,000.00
			<hr/>
b. Professorships			
\$	3,752.60	Anderegg Professorship (1924) . . . . .	\$ 3,895.10
	142.00	Animal Ecology Professorship (1911) . . . . .	142.00
	25,000.00	Avery Professorship (1867) . . . . .	25,000.00
	30,000.00	Brooks Professorship (1881) . . . . .	30,000.00
	25,000.00	Clark (James F.) Professorship (1883) . . . . .	25,000.00
	19,634.41	Dascomb Professorship (1878) . . . . .	19,634.41
	30,000.00	Graves Professorship (1881) . . . . .	30,000.00
	55,881.37	Hull (Fredrika Bremer) Professorship (1889) . . . . .	55,881.37
	18,665.93	Johnston (Adelia A. F. ) Professorship (1898) . . . . .	18,665.93
	23,748.25	Monroe Professorship (1882) . . . . .	23,748.25
	20,000.00	Perkins Professorship (1888) . . . . .	20,000.00
	45,000.00	Severance (L. H.) Professorship (1902) . . . . .	45,000.00
	50,000.00	Stone Professorship (1880) . . . . .	50,000.00
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			\$ 346,967.06
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Total of College of Arts and Sciences Endowment . . .			\$ 418,736.65

REPORT OF THE TREASURER

SCHEDULE X

Graduate School of Theology Endowment

1. Unrestricted . . . . .	\$ 277,903.18
2. Restricted	
a. Building . . . . .	\$100,000.00
b. Professorships . . . . .	226,903.62
c. Lectureship . . . . .	20,000.00
	<hr/>
	346,903.62
	<hr/>
	\$ 624,806.80

Detail of Graduate School of Theology Endowment

1. Unrestricted

\$ 36,767.60	Endowment (1859) . . . . .	\$ 36,767.60
41,000.00	Anonymous (1912) . . . . .	41,000.00
3,100.00	Bowen (1916) . . . . .	3,100.00
7,494.55	Burrell (1882) . . . . .	7,494.55
27,030.39	Chapin (William C.) (1904) . . . . .	27,030.39
5,016.38	Fairfield (Edmund B.) (1911) . . . . .	5,016.38
4,908.13	Gillett (1905) . . . . .	4,908.13
1,000.00	Hobart (L. Smith) (1908) . . . . .	1,000.00
133.39	Hudson (1859) . . . . .	133.39
4,750.00	Place (1895) . . . . .	4,750.00
145,275.00	Walworth (1877) . . . . .	145,275.00
427.74	Warner (1891) . . . . .	427.74
1,000.00	Weston (Joshua W.) (1902) . . . . .	1,000.00
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		\$ 277,903.18

2. Restricted

a. Building

\$ 100,000.00	James (Ellen S.) (1915) . . . . .	\$ 100,000.00
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b. Professorships

\$ 50,000.00	Anonymous (1912) . . . . .	\$ 50,000.00
	Bosworth (1929) . . . . .	56,438.00
21,371.10	Finney (1870) . . . . .	21,371.10
25,000.00	Holbrook (1878) . . . . .	25,000.00
25,158.68	Michigan (1881) . . . . .	25,158.68
8,935.84	Morgan (1873) . . . . .	8,935.84
40,000.00	Shansi (1907) . . . . .	40,000.00
		<hr/>
		\$ 226,903.62

c. Lectureship

\$ 20,000.00	Haskell (1905) . . . . .	\$ 20,000.00
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		\$ 346,903.62

Total Graduate School of Theology Endowment . . . . . \$ 624,806.80



## SCHEDULE XI

*Conservatory of Music Endowment*

## 1. Unrestricted

\$	5,675.00	Endowment (1924) .....	\$	5,880.00
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## 2. Restricted

30,419.50	Rice (Fenelon B.) Professorship (1901) .....	\$	30,419.50
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*Income for Loan Fund*

6,000.00	Endowment (1909) .....	6,000.00
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5,000.00	Warner (Dr. and Mrs. Lucien C.) (1916) ...	5,000.00
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\$	41,419.50
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Total Conservatory of Music Endowment .....	\$	47,299.50
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## SCHEDULE XII

*General Scholarship Funds*

1.	Fellowships and prize funds .....	\$	25,542.49
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2.	Funds for undergraduates .....	279,260.80
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3.	Funds adding interest to principal .....	146,576.03
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\$	451,379.32
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*Details of General Scholarship Funds*

## 1. Fellowships and Prize Funds

\$	9,625.52	Aelioian Fellowship (1911) .....	\$	9,625.52
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	2,040.00	Davis (Jerome Dean) Industrial (1924) .....	2,240.00
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	12,312.22	Johnston (Adelia A. Field) (1904) .....	12,676.97
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	1,000.00	Newton (Professor James K.) (1918) .....	1,000.00
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\$	25,542.49
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## 2. Funds for Undergraduates

\$	6,500.00	Allen (Dr. Dudley) (1899) .....	\$	6,500.00
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	456.50	Allen (Lucile May) (1924) .....	456.50
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	879.75	Allen (Louis Weir) (1926) .....	1,000.00
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	2,768.00	Anderson (Tacy P.) (1929) .....	2,768.00
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	5,000.00	Andrews (Mary Hunt) (1919) .....	5,000.00
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	6,000.00	Avery (1862) .....	6,000.00
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	7,278.50	Barrows (John Henry) (1906) .....	7,278.50
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	1,000.00	Barrows (John Manning) (1902) .....	1,000.00
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	3,890.00	Berkshire-Oberlin (1924) .....	3,965.00
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	1,000.00	Bierce (1886) .....	1,000.00
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	1,000.00	Caroline (1881) .....	1,000.00
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	3,000.00	Castle (Henry N.) (1900) .....	3,000.00
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	1,114.00	Chamberlain (William B.) (1924) .....	1,114.00
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	1,000.00	Chapman (Edward) (1924) .....	1,000.00
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	1,000.00	Chapman (Maria E.) (1924) .....	1,000.00
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	750.00	Churchill (Lewis Nelson) (1890) .....	750.00
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	1,025.00	Class of 1858 (1900) .....	1,025.00
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	1,060.50	Class of 1869 (1900) .....	1,060.50
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	1,000.00	Class of 1898 (1900) .....	1,000.00
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	368.42	Class of 1899 (1925) .....	368.42
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	417.00	Class of 1900 (1910) .....	417.00
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	2,812.50	Cochran (Helen F.) (1924) .....	2,812.50
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	50,000.00	Converse (E. C.) (1921) .....	50,000.00
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	1,000.00	Cowles Memorial (1884) .....	1,000.00
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## REPORT OF THE TREASURER

1,000.00	Dascomb (1879) .....	1,000.00
1,000.00	Davis (Julia Clark) (1905) .....	1,000.00
10,000.00	Daughters of Mary Ladd Bacon (1928) .....	10,000.00
2,000.00	Dee (Mrs. Thomas J.) (1915) .....	2,000.00
1,000.00	Dodge (1881) .....	1,000.00
1,250.00	Finney (1877) .....	1,250.00
3,115.00	Fitch (Frank S.) (1924) .....	3,130.00
5,000.00	Goodnow (1906) .....	5,000.00
	Gorton (Orren A.) (1930) .....	5,000.00
1,000.00	Graves (Mary Jane Bishop) (1894) .....	1,000.00
285.00	Hanna (Delphine) (1928) .....	285.00
1,500.00	Hawaii (1911) .....	1,500.00
1,000.00	Hayden (Ferdinand V.) (1888) .....	1,000.00
5,000.00	Hemingway (Alfred Tyler) (1923) .....	5,000.00
1,045.00	Hinchman (1872) .....	1,045.00
1,914.75	Hudson (Henry Burt) (1920) .....	1,914.75
1,000.00	Irwin (Jean Woodward) (1902) .....	1,000.00
2,000.00	Jameson (Merton H.) (1919) .....	2,000.00
10,000.00	Johnson (Melvin Blake) (1925) .....	10,000.00
2,000.00	Jones (William O. and Jessie F.) (1924 )...	2,000.00
7,000.00	Knight (Charles Landon) (1924) .....	8,000.00
1,155.18	Korean (1928) .....	1,155.18
800.00	Leeper (Marion E.) (1924) .....	800.00
200.00	Lincoln (Ann) (1891) .....	200.00
1,337.00	Lorain (1924) .....	1,337.00
1,100.00	Lord (Dr. A. D.) (1882) .....	1,100.00
1,000.00	Lord (Elizabeth W. R.) (1882) .....	1,000.00
5,000.00	Meacham (Margaret Goodwin) (1924) .....	5,000.00
1,000.00	Metcalf (1881) .....	1,000.00
2,799.60	Moulton (May) (1902) .....	2,799.60
1,000.00	Newberry (Helen Handy) (1912) .....	1,000.00
1,750.00	Nichols (Howard Gardner) (1902) .....	1,750.00
1,875.50	Peck (John Fisher) (1925) .....	1,887.50
1,500.00	Phillips (Phileta Pierson) (1929) .....	1,500.00
5,000.00	Reamer (Correlia L.) (1910) .....	5,000.00
20,000.00	Richards (Walter O.) (1923) .....	20,000.00
900.00	Shansi (1) (1924) .....	1,000.00
1,600.00	Shansi (2) (1924) .....	1,600.00
1,000.00	Sherman (E. Amelia) (1928) .....	1,000.00
23,935.74	Spelman (Lucy M.) (1922) .....	23,935.74
2,500.00	Springfield, Mass. (1924) .....	2,500.00
	Sturges (Iantha B.) (1929) .....	2,000.00
2,938.50	Swift (Clarence F.) (1924) .....	2,988.50
1,000.00	Talcott (1881) .....	1,000.00
130.75	Talcott Hall (1924) .....	130.75
2,000.00	Thompson (Lucy M.) (1905) .....	2,000.00
155.00	Thompson (Rosa M.) (1913) .....	155.00
2,000.00	Tillman (Cornelius H.) (1918) .....	2,000.00
1,000.00	Valentine (Howard L.) (1880) .....	1,000.00
5,124.17	Walker (Helen M.) (1929) .....	5,124.17
10,000.00	Walworth (Anne) (1906) .....	10,000.00
1,250.00	Wardle (Mary E.) (1896) .....	1,250.00
5,000.00	Warner (Lydia Ann) (1888) .....	5,000.00
3,445.53	Wellington (1924) .....	3,465.53
2,000.00	Williams (Alma D.) (1924) .....	2,000.00
525.00	Wyett (Anna M.) (1916) .....	525.00
250.00	Miscellaneous .....	416.66

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\$ 279,260.80

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## 3. Funds adding interest to principal

\$ 138,023.46	Beacom (M. W.) .....	\$ 146,576.03
Total General Scholarship Funds .....		\$ 451,379.32

## SCHEDULE XIII

*College of Arts and Sciences Scholarship Funds*

1. Fellowships and Prize Funds .....	\$ 8,030.39
2. Funds for undergraduates .....	58,671.45
3. Funds adding interest to principal .....	7,677.16
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	\$ 74,379.00

*Detail of College of Arts and Sciences Scholarship Funds*

## 1. Fellowships and Prize Funds

\$ 7,030.39	Gilchrist-Potter Prize (1912) .....	\$ 7,030.39
1,000.00	Lincoln (Mary Mackenzie) (1918) .....	1,000.00
		\$ 8,030.39

## 2. Funds for Undergraduates

\$ 2,000.00	Andover (1900) .....	2,000.00
5,000.00	Bartlett (Frank Dickinson) (1900) .....	5,000.00
1,000.00	Blackstone (Flora L.) (1892) .....	1,000.00
4,750.00	Gilchrist-Potter (1906) .....	4,750.00
8,862.39	Gray (Glen) Memorial (1921) .....	9,164.39
2,007.06	Hall (Sarah M.) (1905) .....	2,007.06
1,000.00	Jewett (Frank Fanning) (1928) .....	1,000.00
6,000.00	Nelson (Thomas Lothrop) (1926) .....	6,000.00
3,750.00	Ransom (Charles A.) (1910) .....	3,750.00
4,000.00	Shurtleff (General Giles Waldo) (1921) .....	4,000.00
1,000.00	Spelman (Harvey H.) (1899) .....	1,000.00
1,000.00	Spelman (Lucy B.) (1899) .....	1,000.00
500.00	Sturges (Tracy) (1881) .....	500.00
1,000.00	Tracy (Mrs. F. E.) (1889) .....	1,000.00
1,500.00	West (E. A.) (1897) .....	1,500.00
5,000.00	Westervelt (W. A.) (1916) .....	5,000.00
6,000.00	Whitcomb (Ellen M.) (1884) .....	6,000.00
1,000.00	Whitcomb (Janet) (1899) .....	1,000.00
2,000.00	Wilder (J. C. and Elizabeth E.) (1902) .....	2,000.00
1,000.00	Williams (Jennie Morton) (1883) .....	1,000.00
		\$ 58,671.45

## 3. Funds adding interest to principal

\$ 7,253.55	Starr (Comfort) (1902) .....	\$ 7,677.16
Total College Scholarship Funds .....		\$ 74,379.00

REPORT OF THE TREASURER

SCHEDULE XIV

*Graduate School of Theology Scholarship Funds*

\$	5,000.00	Brooks (Lemuel) (1888) .....	\$ 5,000.00
	1,000.00	Butler (1874) .....	1,000.00
	291.95	Button (Susan S.) (1900) .....	291.95
	1,212.50	Collins (Henry J.) (1926) .....	1,212.50
	1,250.00	Cowles (Leroy H.) (1897) .....	1,250.00
	1,250.00	Emerson (1892) .....	1,250.00
	1,000.00	Fowler (Charles E.) (1903) .....	1,000.00
	300.00	Hart (Walter O.) (1925) .....	300.00
	5,000.00	Jeffrey (1924) .....	5,000.00
	1,000.00	Johnson (Charles F.) (1927) .....	1,000.00
	1,000.00	McCord-Gibson (1884) .....	1,000.00
	1,000.00	Miami Conference (1879) .....	1,000.00
	22,148.84	Monroe (T. E.) (1924) .....	22,148.84
	1,000.00	Morgan (John) (1883) .....	1,000.00
	1,000.00	Oberlin First Congregational Church (1881) ..	1,000.00
	1,000.00	Oberlin Second Congregational Church (1878)	1,000.00
	1,000.00	Painesville (1873) .....	1,000.00
	1,000.00	Phelps (Anson G.) (1890) .....	1,000.00
	13,697.43	Ross (A. Hastings) (1894) .....	13,697.43
	1,500.00	Rosseter (Jennie M.) (1881) .....	1,500.00
	1,000.00	Sandusky (1880) .....	1,000.00
	50,000.00	Student Employment (1912) .....	50,000.00
	1,250.00	Tracy (1890) .....	1,250.00
	1,000.00	Warriner (Elizabeth L.) (1909) .....	1,000.00
			<hr/>
			\$ 114,900.72

SCHEDULE XV

*Conservatory of Music Scholarship Funds*

\$	1,835.00	Children's Department (1928) .....	\$ 2,185.00
	1,500.00	Clark (1926) .....	1,500.00
	2,000.00	Cobb (Wilfred Adgate) (1919) .....	2,000.00
	240.00	Houston (Selby H.) Prize (1929) .....	275.00
	1,200.00	Mears (Helen Grinnell) (1914) .....	1,200.00
	3,000.00	Porter (Nannie I.) (1921) .....	3,000.00
	1,250.00	Ransom (Charles A.) (1910) .....	1,250.00
		Williams (Winifred) (1929) .....	1,000.00
	600.00	Wright (Lucy Ann) (1924) .....	600.00
			<hr/>
			\$ 13,010.00

SCHEDULE XVI

*Student Loan Funds  
(Income Loaned)*

\$	1,000.00	Drew (Alvan) (1916) .....	\$ 1,000.00
		Edwards (James L.) (1930) .....	1,000.00
	22,150.00	Monroe (T. E.) (1924) .....	22,150.00
	16,000.00	Noah (Andrew H.) (1915) .....	16,000.00
	1,000.00	Parker (Leonard F.) (1903) .....	1,000.00
			<hr/>
			\$ 41,150.00

SCHEDULE XVII

*Special Funds*

\$	1,074,735.29	Sophronia Brooks Hall (Auditorium) .....	\$ 1,136,702.64
	3,127.00	Alumni Association .....	3,137.00
			<hr/>
			\$ 1,139,839.64



## SCHEDULE XVIII

*Annuity Funds*

\$	61,591.64	Beacom (John H) .....	\$	61,751.39
		Brown (C. S.) .....		4,987.21
	1,807.62	Brown (M. J.) .....		1,793.18
	5,002.86	Collins . . . . .		5,045.03
	2,838.91	Condit . . . . .		2,794.70
	5,317.30	Cooper . . . . .		5,427.83
	10,357.52	Currier . . . . .		10,462.40
	5,580.00	Cutler . . . . .		4,070.02
	581.78	Dascomb . . . . .		75.75
	747.31	Fitch . . . . .		730.95
	25,000.00	French . . . . .		25,000.00
	1,030.55	Gilbert . . . . .		1,040.73
	3,896.54	Jeffers . . . . .		4,004.10
	5,240.62	Keep-Clark . . . . .		5,240.62
		Monroe . . . . .		7,266.94
		Moulton . . . . .		49,740.64
	4,618.76	Shafer . . . . .		4,618.76
	30,263.05	Spear . . . . .		31,030.41
	49,720.21	Wall . . . . .		49,623.87
	5,502.42	Whitney . . . . .		5,623.76
			\$	280,328.29

## SCHEDULE XIX

*Educational Plant Capital*

## Gifts and Income

## Lands—

Campus and College lands .....	\$385,257.26
Arboretum and Park lands .....	33,178.56
Athletic grounds, men .....	5,069.00
Athletic grounds, women .....	19,892.86
Recreation Camps . . . . .	10,340.00
Dormitory sites .....	47,364.00
Hospital site .....	7,197.40
Various sites .....	301,339.63

\$ 809,638.71

## Buildings—

Educational . . . . .	\$1,558,866.77
Dormitory . . . . .	295,446.30
Hospital . . . . .	204,598.62

2,058,911.69

## Books, Equipment and Furniture—

Educational . . . . .	\$ 450,495.62
Dormitory . . . . .	33,000.00
Hospital . . . . .	47,291.24

530,786.86

Advanced from endowment assets .....	\$ 3,399,337.26
	61,453.70
	\$ 3,460,790.96

REPORT OF THE TREASURER

SCHEDULE XX

Current Accounts

1. Student Loan Funds

(Principal Loaned)

\$	476.44	Anderegg (1907) .....	\$	476.44
	5,493.34	Atkinson (1923) .....		5,517.86
	293.60	Baldwin Cottage (1919) .....		293.60
	655.41	Berger (Grace A.) (1920) .....		655.41
	302.50	Bush (1924) .....		302.50
	150.00	Camp (Helen P.) (1919) .....		150.00
	105.00	Class of 1916 (Theology) .....		105.00
	11,640.59	Conservatory (1885) .....		12,316.34
	955.02	Copp (Lizzie) (1919) .....		955.02
	318.63	Davis (1924) .....		320.67
	6,213.50	Donnell (1925) .....		6,576.35
	733.50	Drew (Alvan) (1916) .....		820.75
		Edwards (James L.) (1930) .....		29.00
	424.24	Fawcett (1924) .....		424.24
	1,631.36	Freshman Women (1907) .....		1,641.83
	622.85	Gilbert Memorial (1911) .....		699.14
	18,733.39	Gilchrist Banking (1906) .....		19,035.65
	4,734.10	Graduate School of Theology .....		4,900.05
	4,088.99	Jones (1859) .....		4,088.99
	654.85	Lauderdale (1915) .....		660.59
	100.00	McGregor (1925) .....		100.00
	319.31	Metcalf (Edith Ely) (1915) .....		319.31
	49,661.65	Miller (Etta Fraser) (1926) .....		49,018.34
	6,526.40	Monroe (T. E.) (1924) .....		7,848.02
	962.19	Moulton (May) (1904) .....		1,038.08
	11,541.08	Noah (A. H.) (1915) .....		12,726.42
	803.40	Parker (1903) .....		890.50
	388.19	Perkins (1912) .....		388.19
	4,008.72	Scholarship (1898) .....		4,080.25
	902.17	Seiberling (1919) .....		917.50
	16,293.28	Shedd (1902) .....		16,477.18
	1,102.50	Sinclair (John Elbridge) vocational .....		1,119.90
			\$	154,893.12

SCHEDULE XXI

Departmental Credits

Income Balances—

Anatomy . . . . .	\$	51.80
Animal Ecology . . . . .		290.82
Animal Ecology Museum . . . . .		164.90
Astronomy . . . . .		339.88
Bible . . . . .		15.60
Books and periodicals . . . . .		5,142.12
Chemical Laboratory . . . . .		1,647.09
Classics . . . . .		214.17
Conservatory Library . . . . .		157.84
Curtain Fund . . . . .		91.75



Economics . . . . .	417.87
Education . . . . .	3.84
English . . . . .	36.35
Fine Arts . . . . .	1,948.26
Free Health Service . . . . .	851.09
Geological Laboratory . . . . .	50.00
Geological Museum . . . . .	28.45
Gymnasium and Field Association . . . . .	3,649.94
French and Italian . . . . .	351.78
German . . . . .	54.73
Greenhouse . . . . .	299.93
Herbarium . . . . .	83.53
History . . . . .	18.23
Mathematics . . . . .	119.30
Music . . . . .	12.98
Necrology . . . . .	600.00
Photographic Supplies . . . . .	24.53
Physical Education, women . . . . .	10,950.73
Productive work . . . . .	174.04
Physics Laboratory . . . . .	2,606.39
Psychology tests . . . . .	841.08
Sociology . . . . .	553.06
Spanish . . . . .	473.68
Zoölogical Laboratory . . . . .	385.73
Zoölogical Museum . . . . .	207.41
	<hr/>
	\$ 32,858.90

SCHEDULE XXII

*Unused Income Restricted Funds*

Annuities . . . . .	\$ 1,296.57
Lectureships—	
Baldwin . . . . .	\$ 1,662.36
Martin . . . . .	588.59
Haskell . . . . .	1,817.17
	<hr/>
	4,068.12
Scholarship funds—	
General . . . . .	\$12,085.48
College . . . . .	2,492.26
School of Theology . . . . .	8,151.01
Conservatory . . . . .	128.36
	<hr/>
	22,857.11
Miscellaneous—	
Foltz Tract Fund . . . . .	\$ 92.87
Hall Campus Fund . . . . .	10,753.90
James Fund . . . . .	64,417.90
Hannah Snow Lewis Fund . . . . .	119.02
Physical Laboratory Fund . . . . .	450.00
Men's Building Reading Room Fund . . . . .	39.64
Zoölogical Laboratory Fund . . . . .	263.07
	<hr/>
	76,136.40
	<hr/>
	\$ 104,358.20

REPORT OF THE TREASURER

SCHEDULE XXIII

*Restricted Gifts*

Sundry Balances—

Art Building .....	\$ 1,367.71
Art Prize .....	15.00
Business training .....	25.00
Campus improvement .....	1,147.46
Bulletin board .....	2,107.50
Chemical research .....	131.91
Class of 1882 .....	9.00
Class of 1894 .....	20.00
Class of 1925 book plate .....	79.00
Cox Fund .....	7,650.48
Chemical Lectureship .....	115.09
Crane-King Book Fund .....	424.74
Dormitory Fund .....	100.00
Exchange lectures .....	13.17
Fine Arts (Carnegie Corporation) .....	3,000.00
Galpin Field .....	1,033.17
Healy Fund .....	24.93
Herbarium equipment .....	445.59
Hannah Cottage improvements .....	517.83
Missionary monument .....	30.08
Recitation building .....	10.00
Research Fund .....	464.64
Scholarship gifts—	
Freshman special .....	\$400.00
Living Endowment Union .....	862.00
Living Endowment Union, Conservatory...	268.00
Other gifts special .....	466.81
	<hr/>
	1,996.81
	<hr/>
	\$ 24,519.29
Soldiers' memorial .....	5.00
Swimming pool .....	1,740.67
Women's Building .....	92.79
Women's Gymnasium .....	50.00
Vitamin Research Fund.....	250.00
Y. M. C. A. Fund .....	651.72
Undistributed gift (Mrs. Maud B. Cook) .....	1,000.00



## INCOME AND EXPENSE

## GENERAL

## INCOME

## Income from endowments—

1. Unrestricted .....		\$112,779.02
2. Restricted:		
a. Departmental		
Charles M. Hall Fund..	\$742,623.36	
Other .....	18,980.00	
	<hr/>	\$761,603.36
b. Health service .....		242.49
c. Lectureships		
Baldwin .....	\$ 1,528.94	
Martin .....	1,146.12	
Mead - Swing .....	1,546.81	
	<hr/>	4,221.87
d. Maintenance buildings and grounds .....		14,232.40
e. Professorships .....		13,650.54
f. Miscellaneous		
American Schools Rome and Athens .....	\$ 255.18	
Class of 1889 Fund ....	179.02	
Class of 1898 Fund ....	152.15	
Foltz Tract Fund .....	29.20	
Hannah Snow Lewis Fund .....	29.20	
Y. M. C. A. Reading Room Fund .....	67.16	
	<hr/>	711.91
g. Library—		
General .....	\$ 6,398.36	
Book funds .....	9,298.64	
	<hr/>	15,697.00
h. Scholarship funds—		
Fellowships and prizes	\$ 1,455.30	
Undergraduate .....	15,907.01	
	<hr/>	17,362.31
		<hr/>
		827,721.88
		<hr/>
Total from endowments		\$940,500.90

## Income from endowments held in trust—

Estate of F. N. Finney .....	\$ 4,075.77	
Allen Fund for health service.....	4,613.00	
Johnston Professorship of Art (part).....	2,000.00	
	<hr/>	10,688.77

## Gifts for current use—

Carnegie Foundation for pensions.....	\$ 21,663.90	
Causey lectures .....	2,066.45	
Living Endowment Union .....	2,282.00	
Library .....	5.00	
	<hr/>	26,017.35

## REPORT OF THE TREASURER

## Miscellaneous—

Library—Village of Oberlin .....	\$1,600.00		
Fines .....	967.12		
Sales of books .....	767.63		
Public lectures .....		\$ 3,334.75	
		704.22	
Rents—Finney Chapel .....	\$ 60.00		
Men's Building .....	30.00		
Men's Gymnasium .....	254.10		
Peters Hall .....	30.00		
Women's Gymnasium .....	337.00		
		711.10	
Finney Biography royalties .....		12.50	
Interest on current cash .....		11,994.16	
			16,756.73
<hr/>			
Total income .....			\$993,963.75

## EXPENSE

President's Office .....	\$ 22,935.46
Assistant to President's Office .....	14,194.93
Secretary's Office .....	43,271.81
Treasurer's Office .....	55,343.35
Admissions Office .....	12,983.55
Personnel Office .....	13,825.33
Student Health Service .....	22,549.82
Recreation .....	4,019.53
Physical Education for Men .....	37,937.83
Physical Education for Women .....	25,903.40
Library .....	89,633.30
Art Museum .....	7,465.56
Maintenance and Operation of Plant .....	162,342.77
Reserve for Plant Development.....	118,419.54
Scholarships .....	18,775.95
Miscellaneous .....	74,427.41
<hr/>	
Total expenses .....	\$724,029.54

## Detail of General Expense

## President's Office

Salaries .....	\$19,000.00	
Supplies .....	207.51	
Stationery, printing, postage .....	558.51	
Travel .....	669.44	
Contingency Fund .....	2,500.00	
		\$ 22,935.46

## Assistant to President's Office

Salaries .....	\$ 8,000.00	
Supplies and postage .....	251.05	
Travel .....	1,236.53	
Newspaper and publicity .....	1,396.92	
Advertising .....	2,447.04	
News Letter .....	863.39	
		14,194.93



## Secretary's Office

Salaries .....	\$ 16,633.72
Postage .....	513.00
Supplies, stationery, equipment .....	1,338.71
Special equipment .....	629.25

## General Printing

Annual catalogue .....	1,987.59
Annual reports .....	3,005.43
Bulletin postage .....	138.96
Annual calendars .....	1,245.61
Weekly calendars .....	736.00

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\$26,228.27

## Alumni Records

Salaries .....	\$ 2,980.70
Supplies .....	567.28
Alumni Trustee Election .....	468.50

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\$ 4,016.48

## Faculty Stenographic Service

Salaries .....	\$ 3,863.99
Office supplies and postage .....	1,181.08
Equipment .....	572.13

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\$ 5,617.20

## Photographic Service

Salaries .....	\$ 3,253.55
Equipment .....	973.69

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\$ 4,227.24

## Photostat Service

Salaries .....	\$ 1,170.00
Equipment .....	1,515.01
Supplies .....	497.61

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\$ 3,182.62

43,271.81

## Treasurer's Office

Salaries .....	\$24,448.34
Stationery, printing, postage .....	1,798.85
Travel .....	139.08
Bonds of Treasurer and Assistant Treasurer..	100.00
Commissions of endowment trustees .....	27,525.15
Special equipment for Purchasing Office .....	1,331.93

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55,343.35

## Admissions Office

Salaries .....	\$ 7,839.30
Equipment .....	225.00
Postage .....	447.78
Stationery, printing, supplies .....	1,609.78
Travel .....	1,255.55
High School Day expense .....	1,606.14

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12,983.55

## Personnel Office

Salaries .....	\$11,263.22
Supplies .....	621.03
Printing and stationery .....	488.48
Postage .....	17.00
Equipment .....	57.60
Books, magazines, memberships .....	5.05
Telegraph .....	3.92
Travel .....	350.00

## Bureau of Appointments

Supplies .....	187.42
Printing and stationery .....	352.15
Postage .....	50.34
Equipment .....	423.12
Books .....	6.00

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13,825.33

## Student Health Service

Salaries .....	\$ 6,701.39
Hospital for care of students .....	12,717.39
Share in maintenance of hospital .....	1,000.00
Clerical help illness reports .....	295.20
Medical and surgical supplies .....	277.02
Printing and office supplies .....	230.05
Postage .....	25.00
Telephone and telegraph .....	94.93
Transportation visiting nurse .....	136.50
Free Health Service .....	1,034.34
Miscellaneous .....	38.00

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22,549.82

## Recreation

Salaries .....	\$ 3,500.00
Music .....	419.25
Decorations .....	3.80
Miscellaneous .....	96.48

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4,019.53

## Physical Education for Men

## General

Salaries .....	\$33,738.80
Music .....	130.00
Stationery, printing, postage .....	324.43
Office supplies .....	154.47
Apparatus and supplies .....	833.60
Memberships .....	33.00
Miscellaneous .....	257.31

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\$35,471.61

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## Intramural

Equipment and supplies .....	\$ 1,204.35
Dry cleaning and laundry .....	530.46
Awards, trophies and medals .....	82.43
Skating and swimming .....	635.20
Miscellaneous .....	13.78

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\$ 2,466.22

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37,937.83



## Physical Education for Women

Salaries .....	\$21,100.00	
Caretaker .....	1,080.00	
Assistance in physical examinations .....	225.04	
Stationery, printing, postage .....	209.71	
Apparatus .....	199.44	
Music .....	232.98	
Intramural program .....	2,856.23	
		<hr/>
		25,903.40

## Library

Salaries .....	\$54,841.19	
Books and periodicals .....	23,367.63	
Stationery, printing, postage .....	619.85	
Library of Congress cards .....	1,468.10	
Purchase of reprints .....	300.00	
Binding .....	5,500.00	
Express and freight .....	464.24	
Supplies .....	1,593.46	
Equipment .....	986.61	
Moving books from Council Hall .....	492.22	
		<hr/>
		89,633.30

## Art Museum

Salaries .....	\$ 6,049.96	
Stationery, printing, postage .....	243.40	
Equipment .....	650.00	
Cataloging .....	122.20	
Exhibitions .....	400.00	
		<hr/>
		7,465.56

## Maintenance and Operation of Plant

## General Expense

Salaries .....	\$ 8,860.00	
Stationery, printing, postage .....	173.30	
Travel .....	194.51	
Truck and supplies .....	677.53	
Maintenance shops .....	226.87	
Moving shops .....	4,239.08	
Watchman .....	1,800.00	
Sewer service dues .....	690.39	
Special equipment .....	300.00	
Miscellaneous .....	1,196.66	
		<hr/>
		\$18,358.34

## Administration Building

Janitors .....	\$ 666.38	
Heat .....	324.06	
Light and power .....	486.60	
Water .....	41.01	
Telephone .....	485.75	
Insurance .....	54.57	
Supplies and repairs .....	872.22	
		<hr/>
		\$ 2,930.59

## REPORT OF THE TREASURER

## Allen Art Building

Janitors .....	\$ 2,370.00
Heat .....	2,649.09
Light and power .....	905.44
Water .....	81.18
Telephone .....	84.60
Insurance .....	575.17
Supplies and repairs .....	950.80
Special repairs .....	500.00
	<hr/>
	\$ 8,116.28

## Botanical Laboratory

Janitors .....	\$ 1,154.40
Heat .....	691.43
Light and power .....	153.52
Water .....	16.88
Telephone .....	53.05
Insurance .....	121.06
Supplies and repairs .....	424.17
Special repairs .....	554.24
	<hr/>
	\$ 3,168.75

## Carnegie Library

Janitors .....	\$ 2,573.62
Heat .....	2,154.98
Light and power .....	1,874.86
Water .....	176.94
Telephone .....	105.60
Insurance .....	441.12
Supplies and repairs .....	2,150.18
Special repairs .....	7,777.55
	<hr/>
	\$17,254.85

## Council Hall (public space)

Janitors .....	\$ 526.11
Heat .....	474.75
Light .....	188.37
Water .....	47.55
Telephone .....	51.00
Insurance .....	85.40
Supplies and repairs .....	236.25
	<hr/>
	\$ 1,609.43

## Finney Chapel

Janitors .....	\$ 711.10
Heat .....	1,523.23
Light and power .....	843.92
Water .....	44.68
Insurance .....	276.46
Supplies and repairs .....	1,899.06
Special repairs .....	1,100.00
	<hr/>
	\$ 6,398.45



## Geography Building

Janitors .....	\$ 40.50
Light .....	17.69
Water .....	7.52
Insurance .....	17.03
Supplies and repairs .....	557.73
Special repairs .....	1,215.38
Taxes .....	94.24
	<hr/>
	\$ 1,950.09
	<hr/>

## Geology Laboratory

Janitors .....	\$ 986.55
Heat .....	263.54
Light .....	44.13
Water .....	16.13
Telephone .....	36.00
Insurance .....	56.06
Supplies and repairs .....	102.66
Special repairs .....	419.62
	<hr/>
	\$ 1,924.69
	<hr/>

## Johnson Barn

Special repairs .....	\$ 1,611.69
	<hr/>

## Men's Building (public space)

Janitors .....	\$ 1,466.80
Custodians .....	1,200.00
Heat .....	1,259.26
Light .....	719.60
Water .....	144.73
Telephone .....	186.30
Insurance .....	127.23
Supplies and repairs .....	802.51
Special repairs .....	500.00
Taxes .....	19.28
Equipment .....	13.06
	<hr/>
	\$ 6,438.77
	<hr/>

## Peters Hall

Janitors .....	\$ 1,539.51
Heat .....	1,998.62
Light and power .....	1,086.80
Water .....	163.84
Telephone .....	297.10
Insurance .....	464.67
Supplies and repairs .....	1,844.61
Special repairs .....	2,461.00
	<hr/>
	\$ 9,856.15
	<hr/>

## President's House

Interior and grounds .....	\$ 2,233.61
Exterior repairs and maintenance .....	208.40
Taxes .....	611.18
Insurance .....	51.06
	<hr/>
	\$ 3,104.25

## Rice Memorial Hall

Janitors .....	\$ 1,420.25
Heat .....	1,288.88
Light and power .....	525.99
Water .....	82.17
Telephone .....	37.20
Insurance .....	312.21
Supplies and repairs .....	1,590.13
Special repairs .....	452.51
	<hr/>
	\$ 5,709.34

## Severance Laboratory

Janitors .....	\$ 1,121.08
Heat .....	1,263.48
Light and power .....	670.90
Water .....	111.06
Telephone .....	93.40
Insurance .....	362.47
Supplies and repairs .....	1,294.12
	<hr/>
	\$ 4,916.51

Stadium, Special alterations.....\$ 1,000.00

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## Sturges Hall

Janitors .....	\$ 261.45
Heat .....	472.86
Light .....	65.82
Water .....	29.85
Telephone .....	42.00
Insurance .....	23.43
Repairs .....	302.09
Special repairs .....	250.00
	<hr/>
	\$ 1,447.50

## Superintendent's Office

Janitors .....	\$ 80.00
Light .....	110.38
Telephone .....	102.15
Supplies and repairs .....	240.32
Rent .....	470.00
Special alterations .....	1,015.56
	<hr/>
	\$ 2,018.41



## Warner Gymnasium

Janitors .....	\$ 2,778.65
Heat .....	2,019.45
Light and power .....	664.16
Water .....	530.05
Telephone .....	171.35
Insurance .....	214.31
Supplies and repairs .....	1,979.67
Special repairs .....	1,868.80
	<hr/>
	\$10,226.44
	<hr/>

## Warner Hall

Janitors .....	\$ 2,643.75
Heat .....	2,147.41
Light and power .....	1,709.55
Water .....	217.88
Telephone .....	96.60
Insurance .....	1,268.87
Supplies and repairs .....	4,546.91
Elevator replacement .....	7,000.00
	<hr/>
	\$19,630.97
	<hr/>

## West Lodge

Janitors .....	\$ 48.60
Heat .....	242.95
Light .....	192.36
Water .....	79.34
Telephone .....	104.95
Insurance .....	29.97
Taxes .....	139.34
Supplies and repairs .....	653.86
Special repairs .....	383.00
	<hr/>
	\$ 1,874.37
	<hr/>

## Westervelt Building

Janitors.....	\$ 1,394.53
Heat .....	1,084.05
Light .....	378.69
Water .....	13.84
Telephone .....	83.40
Insurance .....	83.25
Supplies and repairs .....	764.76
Special repairs .....	314.69
Taxes .....	51.62
	<hr/>
	\$ 4,168.83
	<hr/>

## Women's Building

Janitors .....	\$ 78.31
Heat .....	156.80
Light .....	105.22
Water .....	8.00
Telephone .....	39.60
Insurance .....	24.67
Supplies and repairs .....	227.23
	<hr/>
	\$ 639.83

## Women's Gymnasium

Janitors .....	\$ 501.98
Heat .....	670.83
Light .....	350.33
Water .....	30.73
Telephone .....	74.40
Insurance .....	78.35
Supplies and repairs .....	955.46
	<hr/>
	\$ 2,662.08

## Wright Zoological Laboratory

Janitors .....	\$ 1,508.33
Heat .....	823.40
Light .....	706.83
Water .....	63.35
Telephone .....	148.80
Insurance .....	253.73
Supplies and repairs .....	721.79
Special repairs .....	131.52
Rent .....	120.95
	<hr/>
	\$ 4,478.70

## Campus

Labor and supplies .....	\$ 9,829.15
Horse .....	188.51
Light .....	183.92
Park properties .....	1,478.42
	<hr/>
	\$11,680.00

Arboretum .....\$ 235.04

## Men's Athletic Field

Labor .....	\$ 3,201.02
Supplies .....	1,011.04
Special equipment .....	1,977.80
Taxes .....	115.00
	<hr/>
	\$ 6,304.86

Miscellaneous, sidewalks, etc. ....\$ 1,940.50  
 Chance Creek Camp ..... 687.06

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\$ 2,627.56

162,342.77



## TREASURER'S ACCOUNTS

221

Reserve for Plant Development ..... 118,419.54

## Scholarships

Scholarship funds .....	\$16,945.95	
Living Endowment Union .....	1,420.00	
Mead-Swing .....	150.00	
Class of 1889 .....	160.00	
Class of 1898 .....	100.00	
		<u>18,775.95</u>

## Miscellaneous

## Retiring allowances

Carnegie Foundation .....	\$21,663.90
Special .....	13,124.00
Contributory pensions .....	4,134.30
Salaries of deceased teachers .....	1,281.25
	<u>\$40,203.45</u>

## Lectures

Baldwin Lectureship .....	\$ 677.50
Causey gift .....	2,066.45
Martin Lectureship .....	557.53
Mead-Swing Foundation .....	442.60
Monthly .....	668.70
Public .....	824.18
	<u>\$ 5,236.96</u>

## Commencement

Speakers .....	\$ 372.95
Printing .....	992.00
Honorary Degrees .....	111.64
Illumination .....	2,190.37
Alumni Dinner .....	902.62
Bedding .....	450.00
Miscellaneous .....	751.49
	<u>\$ 5,771.07</u>

## Aid to Student Organizations

Student Council .....	\$ 210.00
Men's Senate .....	100.00
Women's League .....	345.00
Y. M. C. A. .....	500.00
Y. W. C. A. .....	2,000.00
Y. M. C. A. Reading Room .....	7.02
College Band .....	350.00
	<u>\$ 3,512.02</u>

## Appropriations for Educational Organizations

Dues educational organizations .....	\$ 176.00
American Council on Education .....	200.00
American Schools Rome and Athens .....	500.00
Woods Hole Marine Laboratory .....	200.00
	<u>\$ 1,076.00</u>

REPORT OF THE TREASURER

Sundries	
Attorney's fees .....	\$ 502.00
Foreign Student committee .....	94.79
Hannah Snow Lewis Fund .....	29.20
Honors Day .....	173.50
Liability insurance .....	2,970.45
Outside representation .....	1,755.48
Research Committee Fund .....	2,000.00
Committee on Graduate Study .....	59.88
Special Annuities .....	2,350.00
Trustee Travel .....	909.46
Miscellaneous .....	6,423.75
High School Orchestra contest .....	272.27
1933 Centennial expense .....	1,087.91
	<hr/>
	\$18,627.91
	<hr/>
	74,427.41
<hr/>	
Total Expense .....	\$724,029.54
SUMMARY — GENERAL	
Total Income .....	\$993,963.75
Less unexpended special items .....	4,283.11
	<hr/>
	\$989,680.64
Total Expense .....	724,029.54
	<hr/>
Surplus .....	\$265,651.10

COLLEGE OF ARTS AND SCIENCES

INCOME

Income from endowments—	
1. Unrestricted .....	\$ 3,957.74
2. Restricted—	
a. Maintenance buildings .....	\$ 626.05
b. Zoological Laboratory .....	233.60
c. Professorships .....	20,254.55
d. Scholarships—	
Fellowships and prizes .....	\$ 468.97
Undergraduate .....	3,408.77
	<hr/>
	3,877.74
	<hr/>
	24,991.94
	<hr/>
Total from endowment.....	\$ 28,949.68
Income from endowment held in trust—	
Johnston Professorship of Art (part).....	6,858.79
Term bills and fees—	
Term bills .....	\$349,910.30
Examination and late registration fees .....	612.50
Change of study fees .....	803.00
Summer Session term bills .....	8,602.75
	<hr/>
	359,928.55
Gifts for current use—	
Unrestricted .....	\$ 70.00
Geological Laboratory for equipment .....	50.00
	<hr/>
	120.00
	<hr/>
Total income .....	\$395,857.02



EXPENSE

Administration .....	\$ 30,239.55
Instruction .....	419,097.83
Scholarships .....	44,022.25
Sundry expense .....	18,298.34
Summer Session .....	9,265.57

Total expense .....\$ 520,923.54

DETAIL OF COLLEGE OF ARTS AND SCIENCES EXPENSE

Administration—	
Dean of College	
Salaries .....	\$ 12,180.00
Extra clerks .....	6.50
Stationery, printing, postage .....	502.64
	<hr/>
	\$ 12,689.14
Dean of College Men—	
Salaries .....	\$ 5,800.00
Stationery, printing, postage .....	105.51
	<hr/>
	5,905.51
Dean of College Women—	
Salaries .....	\$ 6,680.00
Extra clerks .....	102.85
Stationery, printing, postage .....	209.21
	<hr/>
	6,992.06
Registrar—	
Salaries .....	\$ 3,600.00
Stationery, printing, postage .....	352.84
Equipment .....	700.00
	<hr/>
	4,652.84
	<hr/>
	\$ 30,239.55
<hr/>	
Instruction	
Salaries .....	\$388,289.20
Laboratory museums, etc. ....	25,767.81
Reading papers .....	1,570.82
Mechanician's Shop—	
Salaries .....	\$ 3,287.93
Supplies .....	182.07
	<hr/>
	3,470.00
	<hr/>
	\$419,097.83
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Scholarships—	
Scholarship funds—fellowships and prizes ..\$	350.00
undergraduate .....	2,679.95
	<hr/>
	\$ 3,029.95
Trustee, men .....	16,282.80
Trustee, women .....	6,247.00
Freshman competitive .....	2,980.00
Avery .....	67.50
Faculty children and wives .....	4,350.00
Teachers and graduate assistants.....	3,360.00
Graduate scholarships .....	3,790.00
Graduate fellowships .....	3,915.00
	<hr/>
	\$ 44,022.25
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## REPORT OF THE TREASURER

## Sundry expense—

Chapel proctors .....	\$ 325.00
Library, duplicate books .....	1,000.00
Diplomas .....	1,187.74
Outside representation .....	1,385.00
Printing bulletin .....	1,026.25
Expense candidates for appointment .....	396.96
Special retiring allowances .....	1,000.00
Contributory pensions .....	9,320.08
Freshman week .....	113.75
Departmental lectures .....	2,266.23
Miscellaneous .....	277.33
	<hr/>
	\$ 18,298.34

## Summer Session—

Salaries .....	\$ 9,030.00
Advertising .....	138.32
Sundries .....	97.25
	<hr/>
	\$ 9,265.57

Total expense .....	\$520,923.54
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## SUMMARY—COLLEGE OF ARTS AND SCIENCES

Total expense .....	\$520,923.54
Total income .....	\$395,857.02
Less items special unexpended .....	1,131.39
	<hr/>
	394,725.63
	<hr/>
Deficit .....	\$126,197.91

## GRADUATE SCHOOL OF THEOLOGY

## INCOME

## Income from endowments—

1. Unrestricted .....	\$ 16,229.55
2. Restricted—	
a. Building .....	\$ 5,840.00
b. Haskell Lectureship .....	1,168.00
c. Professorships .....	11,481.69
d. Scholarships .....	6,710.20
	<hr/>
	25,199.89

Gifts for current expense .....	5.00
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Total income .....	\$ 41,434.44
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## EXPENSE

## Administration—

Clerks .....	\$ 1,600.00
Diplomas .....	46.16
Stationery, printing, postage .....	680.80
Outside representation .....	933.47
Advertising .....	1,555.64
Contributory pensions .....	1,271.76
Sundries .....	112.00
	<hr/>
	6,199.83



Instruction—		
Salaries .....	\$ 43,910.20	
Haskell Lectures .....	1,004.00	
		\$ 44,914.20
Scholarships from income of funds .....		6,795.00
		<hr/>
Total expense .....		\$ 57,909.03

SUMMARY—GRADUATE SCHOOL OF THEOLOGY

Total expense .....	\$ 57,909.03
Total income .....	\$ 41,434.44
Less special unexpended .....	5,919.20
	<hr/>
	35,515.24
	<hr/>
Deficit .....	\$ 22,393.79

CONSERVATORY OF MUSIC

INCOME

Income from endowments—		
1. Unrestricted .....	\$	331.42
2. Restricted—		
a. Professorships .....	\$ 1,776.50	
b. Scholarships .....	741.40	
	<hr/>	2,517.90
Total from endowments .....	\$	2,849.32
Term bills and fees—		
Term bills .....	\$165,146.05	
Rent of instruments .....	26,963.62	
Library fees .....	1,800.00	
Change of study fees .....	72.00	
Late registration fees .....	17.50	
	<hr/>	193,999.17
Gifts for current use .....		70.00
Miscellaneous—		
Artist recital receipts .....	\$ 15,017.28	
Rent of concert hall .....	145.00	
	<hr/>	15,162.28
Total income .....	\$212,080.77	

EXPENSE

Administration—		
Salaries .....	\$ 19,463.75	
Stationery, printing, postage .....	2,610.57	
Advertising .....	1,399.87	
Contributory pensions .....	400.00	
Sundry expense .....	1,324.50	
	<hr/>	\$ 25,198.69
Instruction—		
Salaries .....	\$168,851.50	
Contributory pensions .....	6,358.76	
Tuning and repair of instruments .....	4,756.96	
Musical instruments .....	20,298.29	
Lectures .....	400.00	
Artist recitals .....	( 13,647.60 )	
Musical library .....	1,600.00	
	<hr/>	215,913.11

## Scholarships—

Scholarship funds .....	\$ 764.78	
Trustee .....	5,997.60	
Faculty children and wives .....	200.00	
	<hr/>	6,962.38

Sundry expense—

Special retiring allowances .....	\$ 9,100.00	
Outside representation .....	172.82	
Diplomas .....	146.26	
Chapel proctors .....	60.00	
	<hr/>	9,479.08

Total expense .....	\$257,553.26
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## SUMMARY—CONSERVATORY OF MUSIC

Total expense .....	\$257,553.26
Less special account .....	23.38
	<hr/>
	\$257,529.88
Total income .....	212,080.77
	<hr/>
Deficit .....	45,449.11

## Special Receipts and Payments

## RECEIPTS

Additions to capital account from gifts—

General endowment—unrestricted .....	\$ 74,982.53
restricted .....	20,575.41
College endowment—restricted .....	444.50
School of Theology—restricted .....	56,438.00
Conservatory—unrestricted .....	205.00
restricted .....	1,385.00
Annuity funds .....	62,341.45
Student loan funds .....	1,000.00
Special funds .....	10.00
	<hr/>
	\$217,381.89

Additions to capital account from sales of securities  
belonging to special funds and other capital ad-  
justments—

J. H. Beacom Fund .....	\$ 159.75	
Charles M. Hall Fund .....	594,809.39	
	<hr/>	594,969.14

Additions to capital accounts from additions of interest—

Interest—		
Annuity funds .....	\$	305.52
M. W. Beacom Scholarship .....		8,552.57
Louis Weir Allen Scholarship .....		120.25
Contagious Hospital Fund .....		157.15
Hall Auditorium Fund .....		62,764.54
Martin Lectureship .....		944.81
Mead-Swing Foundation .....		954.21
Comfort Starr Scholarship .....		423.61
		<hr/> 74,222.66



Additions to Educational Plant capital from—			
Gifts .....	\$	1,572.37	
Appropriations from income .....		132,717.50	
Transfers from income balances .....		19,596.95	
			153,886.82
Student Loan Funds—			
Interest—Conservatory .....	\$	642.40	
Donnell .....		362.85	
Drew .....		58.40	
Edwards .....		29.00	
Gilbert .....		67.29	
Miller .....		147.50	
Monroe .....		1,293.56	
Noah .....		934.40	
Parker .....		58.40	
Sinclair .....		7.40	
		\$	3,601.20
Interest on student loans .....		3,455.72	
			7,056.92
Interest on special balances—			
Annuities .....	\$	16,323.10	
Cox Fund .....		422.15	
Galpin Field Fund .....		50.90	
Gymnasium and Field Association Fund ....		201.35	
James Fund (accumulations) .....		4,269.50	
Pension Reserve .....		189.50	
Physical Education Women .....		604.20	
Insurance Reserve .....		228.90	
Swimming Pool .....		96.00	
Y. M. C. A. Fund .....		36.00	
			22,421.60
Gifts for current use (not budget items)—			
Bulletin Board .....	\$	607.50	
Chemical research .....		750.00	
Carnegie Corporation for Fine Arts .....		3,000.00	
Galpin Field .....		110.75	
Special scholarship aid .....		11,334.65	
Vitamin research .....		250.00	
Women's Gymnasium .....		50.00	
Prizes .....		135.00	
Undesignated .....		1,000.00	
Other .....		3.00	
			17,240.90
Miscellaneous—			
Dormitory surplus .....	\$	34,777.34	
Insurance Reserve .....		899.83	
Pension Reserve .....		7,081.44	
Rents of properties purchased from income ..		2,728.29	
Reserve Income General Investments—			
Profits (net) on securities .....	\$	1,997.98	
Interest on fund .....		2,544.55	
Undivided income .....		138.92	
			4,681.45
Summer Camp (Black Farm)—			
sale of right-of-way .....		1,250.00	
			51,418.35
			\$1,138,598.28

REPORT OF THE TREASURER

PAYMENTS

Capital Funds—		
General Endowment—investment charged off \$	100.00	
Annuity fund—investment charged off .....	1,575.52	
Hall Auditorium Fund—preliminary expense organ .....	797.19	
		\$ 2,472.71
Educational Plant Capital—		
Council Hall removed .....		38,000.00
From funds for special uses—		
Annuities .....	\$ 16,286.32	
Annuity, Miller Loan Fund .....	3,000.00	
Callender Fund .....	88.12	
Class of 1925 for book plates .....	200.00	
Crane-King Book Fund .....	672.05	
Chemical lectures .....	15.00	
Chemical research .....	868.09	
Hall Campus Fund .....	1,044.90	
Library gift .....	50.00	
Library accumulated income .....	160.00	
Prizes .....	135.00	
Scholarship aid from gifts .....	12,907.80	
Y. M. C. A. Fund .....	1,028.76	
Y. M. C. A. shack .....	44.59	
		36,500.63
		\$ 76,973.34

SUMMARY OF RECEIPTS AND PAYMENTS EXCEPT INVESTMENT CHANGES

Budget Accounts—	Receipts	Payments
General .....	\$ 993,963.75	\$ 724,029.54
College .....	395,857.02	520,923.54
School of Theology .....	41,434.44	57,909.03
Conservatory .....	212,080.77	257,553.26
	\$1,643,335.98	\$1,560,415.37
Special Accounts .....	1,138,598.28	76,973.34
General Surplus carried forward from		
1929-30 .....	103,671.60	
Special payments—		
Purchase of properties .....		131,717.50
Allen Hospital deficit .....		6,511.18
Oberlin Inn deficit .....		10,751.75
	\$2,885,605.86	\$1,786,369.14
	1,786,369.14	
Net increase .....	\$1,099,236.72	

This increase is represented by—

Capital funds increase .....	\$ 884,100.98
Educational Plant capital increase .....	115,886.82
Various special balances .....	38,170.12
Dormitory surplus .....	34,777.34
General Surplus .....	26,301.46
	\$1,099,236.72



# GIFTS OF THE YEAR

## *Gifts for Current Use*

15.  
From Miss Julia Fairchild, \$50.00 for a debate prize for young women.

From Grove Patterson, \$50.00 for a debate prize for young men.

From Donald M. Brodie, \$35.00 for a Shansi prize fund.

From Mrs. Maud Baldwin Cooke, \$1,000.00 for current expense.

From the Chemical Foundation, Inc., \$750.00 for chemical research.

From the National Research Council, \$250.00 for a vitamin research fund.

From Miss Else Eilers, \$50.00 for the department of Geology.

From the Oberlin-Chicago Women's Club, \$50.00 for a Women's Gymnasium building.

From William A. Galpin, \$110.75 for the purchase of shrubs for Galpin Field.

From Fred G. Ferrey, \$140.00 for current expense.

From the Carnegie Foundation for the Advancement of Teaching, \$21,663.90 for retiring allowances.

From James H. Causey, \$2,066.45, to provide special lectures.

From the Class of 1930, \$607.50 toward the expense of a bulletin board.

From the Carnegie Corporation of New York, \$3,000.00 for the department of Fine Arts.

From the Grasselli Chemical Company, \$500.00 for a Chemical Fellowship.

From A. F. Allen, \$300.00 for the Lucile May Allen Scholarship.

From C. W. Grupe, \$5.00 for the School of Theology.

From C. L. Knight, \$431.90 as additional income for the Knight Scholarship.

From an anonymous donor, \$300.00 for the Physical Education Fellowship for Women.

From members of the Living Endowment Union, \$2,290.00. By designation of certain donors, \$5.00 was assigned to the Library, \$3.00 was used for scholarship aid in the Conservatory of Music, and the balance, \$2,282.00, was assigned for scholarship aid.

## REPORT OF THE TREASURER

For special student aid from—

Earl F. Adams .....	\$ 100.00
Alumni Association (Gray scholarship) ..	182.75
American Foundation for the Blind .....	250.00
Anonymous (Woods Hole) .....	100.00
Anonymous (For music students) .....	250.00
Miss Joanna M. Binford .....	5.00
Donald M. Brodie .....	100.00
Miss Clara L. Crane .....	100.00
Kemper Fullerton .....	25.00
L. M. Hunter .....	200.00
C. C. Johnson .....	100.00
Samuel E. Matter .....	300.00
Amos C. Miller .....	3,000.00
R. T. Miller, Jr. ....	550.00
A. F. Millikan .....	600.00
Mrs. Helen Barber Morrison .....	55.00
Estate of La Verne Noyes .....	2,980.00
John F. Reeder .....	5.00
J. R. Rogers .....	300.00
Willis H. Scott .....	400.00
Mrs. A. B. Tripp .....	50.00
Miss Gertrude Whittemore .....	150.00
	<hr/>
	\$ 9,802.75

The total of these gifts for current use is \$43,453.25. This amount is distributed in the statement of income and expense among the following accounts:

General .....	\$26,017.35
College of Arts and Sciences .....	120.00
School of Theology .....	5.00
Conservatory of Music .....	70.00
Special accounts .....	17,240.90
	<hr/>
	\$43,453.25

*Gifts to Capital*

From Intercollegiate Athletics, \$937.55 for improvements to the Stadium.

From William A. Galpin, \$634.82 for the purchase of additional land for Galpin Field.

From the Alumni Association, \$10.00 to be added to the endowment fund for current expense in the care of the College.

From Miss Annie E. Abell, \$15.00 for the Frank S. Fitch Scholarship.

From Charles Sherman Brown, \$5,004.21 to establish the Charles Sherman Brown Scholarship in the College for students of Oberlin High School. The fund is subject to an annuity.

From Mrs. Julia Finney Monroe the property at 47 College Place, Oberlin, valued at \$7,500.00.



From the Trustees of the Estate of Mrs. Susan A. S. Moulton, \$49,-837.24 for ultimate addition to the May B. Moulton Memorial Fund and the May B. Moulton Loan Fund, after the payment of an annuity and the adjustment of a bequest to a member of her family.

From Samuel E. Matter, \$200.00 for the Class of 1889 Fund.

From an anonymous donor, \$10,000.00 to constitute an endowment fund for the expense, repair and upkeep of a Physics Laboratory Building.

From Mrs. Anna Town Matter, \$350.00 for addition to the scholarship funds of the Children's Department of the Conservatory of Music.

From David Williams, \$1,000.00 to found the Winifred Williams Scholarship in the Children's Department of the Conservatory of Music.

From the Estate of Orren A. Gorton, \$5,000.00, his bequest to establish a scholarship fund for the aid of white natives of Virginia, West Virginia, North Carolina and South Carolina.

From the Estate of Mrs. Iantha B. Sturges, \$2,000.00 to establish a scholarship fund, the income of which is to be used equally between the students of the College and the Conservatory of Music.

From the Estate of Mrs. Kate Shepardson Black, \$6,255.14 to establish the Otis and Catherine Shepardson Fund in memory of her father and mother.

From Laurence T. Rogers, \$166.66 as a memorial to Professor Paul N. MacEachron.

From members of the L. L. S. Society, \$364.75 for the Adelia A. F. Johnston Fellowship.

For the Selby Houston Prize Fund from—

Conservatory Class of 1929 .....	\$	25.00
Vestry, Mansfield Church .....		10.00
		<hr/>
	\$	35.00

For the John Fisher Peck Scholarship from—

Mrs. Alice Saam .....	\$	10.00
Charles R. Schulz .....		1.00
Miss Anna L. Trefethren .....		1.00
		<hr/>
	\$	12.00

For the Charles Beebe Martin Lectureship from—

W. D. Ferguson .....	\$	100.00
Mrs. Josephine S. Harley .....		25.00
Mrs. Ruth M. Lampson .....		15.00
J. F. Mack .....		25.00
W. E. Mosher .....		50.00
Miss Charlotte M. Partridge .....		50.00
Clarence Ward .....		50.00
		<hr/>
	\$	315.00

For the Glen Gray Memorial Scholarship Fund from—

Miss Emily Ackerman.....	\$ 1.00	Miss Louise Martin.....	2.00
Miss Georgina B. Allison.....	2.00	Robert W. Metcalf.....	1.00
Mr. and Mrs. Arthur F. Baker..	10.00	Miss Florence I. Otis.....	2.50
Miss Lucy T. Bowen.....	2.50	Miss Dorothy M. Raymond.....	1.00
Miss Elizabeth D. Briggs.....	5.00	Mrs. Robert Robson.....	4.00
Mrs. William G. Brown.....	2.00	Walter H. Schwuchow.....	2.00
Miss Jessie F. Butts.....	1.00	Miss Alma Schultz.....	2.00
Walter Cheney.....	2.00	Mrs. Frank J. Smith.....	10.00
H. H. Clum.....	5.00	Louis A. Stimson.....	10.00
Miss Marie S. Cosler.....	5.00	Miss Alma G. Stokay.....	5.00
Miss Elizabeth Edwards.....	2.50	Mrs. Elwood V. Street.....	1.50
F. B. Forbes.....	.50	Miss Dorothy R. Swift.....	1.00
Miss N. Bly Franks.....	8.00	Miss Clare M. Tousley.....	3.00
Leroy E. Griffith.....	2.00	Mrs. R. G. W. Vail.....	2.00
Theodore H. Harvey.....	10.00	Miss Myra I. Wade.....	2.00
Mark M. Heald.....	1.00	Miss Helen M. Walker .....	2.00
Clement W. Hunt.....	20.00	Miss Elizabeth Woodruff.....	1.00
Miss Lucile Kalb.....	3.50	Miss Ada S. Wright .....	100.00
Henry Langeland, Jr.....	10.00	Miss Pauline Zinninger.....	2.00
Miss Mabel E. Law.....	2.00		
Miss Elmina R. Lucke.....	1.00		\$252.00
Miss Edith B. Malin.....	2.00		

For the Bosworth Professorship from—

E. B. Allen.....	\$ 25.00	H. P. Metcalf.....	1.00
Anonymous .....	37,500.00	John R. Nichols.....	50.00
F. C. Atherton.....	250.00	Francis Rice.....	10.00
Atherton Estate.....	1,000.00	Mrs. Gertrude Rugh.....	50.00
Mrs. Emily Alexander Baldwin	1,000.00	Miss Jessie M. Snell.....	5.00
Mr. and Mrs. J. S. Burgess..	10.00	Mrs. Mary Hitchcock Snow....	25.00
Lyman V. L. Cady.....	10.00	H. A. Stick .....	5.00
Samuel and Mary Castle Foun-		Luther Stimson.....	200.00
dation .....	5,000.00	H. H. Strong.....	5.00
Warren W. Cline.....	5.00	Two friends.....	10.00
Charles M. Cooke, Ltd.....	500.00	R. A. Warner.....	5.00
Royal H. Fisher.....	20.00	Andrew Westervelt.....	2,000.00
Mrs. Mary J. Frear.....	250.00	Mrs. Caroline Westervelt....	5,000.00
W. F. Frear.....	250.00	W. D. Westervelt.....	3,000.00
F. F. Hall.....	2.00	B. B. Williams.....	100.00
H. W. Hubbard.....	5.00	Pliny W. Williamson .....	100.00
Miss Gail Lowry.....	15.00	Rolland E. Wolfe.....	5.00
Louis J. Luethi.....	10.00		
Clarence F. McCall.....	10.00		\$56,438.00
L. W. Mahn .....	5.00		

The total of these gifts to capital account is \$146,327.37. This amount is distributed in the statement of receipts and payments among the following accounts:

General—unrestricted .....	\$ 6,255.14
restricted .....	18,073.41
College—restricted .....	252.00
School of Theology—restricted .....	56,438.00
Conservatory—restricted .....	1,385.00
Annuity funds .....	62,341.45
Special funds .....	10.00
Plant capital .....	1,572.37
	<hr/>
	\$146,327.37



*Gifts to Endowment and Building Fund*

## GIFTS SPECIALLY DESIGNATED

AMERICAN SCHOOLS IN ROME AND  
ATHENS

Leigh Alexander.....\$ 100.00  
William P. Davis..... 57.00

\$ 157.00

## ANDEREGG PROFESSORSHIP

William B. Shaw.....\$ 142.50

BERKSHIRE-OBERLIN SCHOLAR-  
SHIP

Mrs. Frances F. Parman.....\$ 75.00

## CONSERVATORY ENDOWMENT

Miss Mabel Claire Combs....\$ 60.00  
Mr. and Mrs. Frank H. Shaw 145.00

\$ 205.00

JEROME DAVIS INDUSTRIAL  
FELLOWSHIP

Mr. and Mrs. Whiting Williams \$ 200.00

## JAMES L. EDWARDS LOAN FUND

James L. Edwards .....\$1,000.00

## GLEN GRAY SCHOLARSHIP

John G. Olmstead.....\$ 50.00

CHARLES LANDON KNIGHT  
SCHOLARSHIP

C. L. Knight.....\$1,000.00

## SHANSI SCHOLARSHIP

Leonidas H. Davis.....\$ 100.00

MARY BURTON SHURTLEFF HOS-  
PITAL FUND

Mrs. Elizabeth Price Hasell..\$ 900.00

CLARENCE F. SWIFT  
SCHOLARSHIP

F. H. Swift.....\$ 50.00

## WELLINGTON SCHOLARSHIP

Mrs. L. A. Baumgardner ....\$ 20.00

\$3,899.50

## GIFTS NOT DESIGNATED

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The total of these gifts to the Endowment and Building Fund is \$72,626.89. This amount is distributed among the capital funds as follows:

General—unrestricted .....	\$68,727.39
restricted .....	2,502.00
College—restricted .....	192.50
Conservatory—unrestricted .....	205.00
Loan funds .....	1,000.00
	<hr/>
	\$72,626.89





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## REPORT OF THE AUDITING COMMITTEE FOR THE YEAR ENDING AUGUST 31, 1930

*To the Board of Trustees of Oberlin College:*

Your Auditing Committee engaged the firm of Ernst & Ernst, Accountants and Auditors, Cleveland, Ohio, to examine the books of account and records of the Treasurer of Oberlin College. The report of this audit, including a complete financial statement of assets and liabilities on August 31, 1930, and the income and expense of the College for the year ending on that date has been presented and is transmitted herewith to the Board of Trustees.

Endowments and special funds, investments, etc., having an aggregate book valuation of \$19,211,649.71 were verified by Ernst & Ernst as follows:

1. Real Estate Mortgage Loans in the respective amounts of \$6,429,597.91 and \$2,999,618.20 were directly confirmed to our auditors by the Cleveland Trust Company, Cleveland, and Chicago Title & Trust Company, Chicago, Trustees for the custody and placement of mortgage loans.  
Notes, Mortgage Deeds, etc., in further verification of the real estate mortgages held by the Chicago Title & Trust Company were examined.
2. Stocks and Bonds were verified by inspection of securities on hand at the Cleveland Trust Company, Cleveland, and by direct correspondence with the First Union Trust & Savings Bank, Chicago.
3. In addition to the outside verification of the securities, the detailed list of securities was checked to the investment cards on file in the Treasurer's office.

Surety Bonds carried on the Treasurer and Assistant Treasurer in the amount of \$20,000.00 each were inspected as were also insurance policies in the amount of \$1,709,500.00 protecting the College from loss on buildings and equipment resulting from fire.

The Auditors' Report confirms the opinion of your committee that the Treasurer's Report for the year ending August 31, 1930, is correct and that the Balance Sheet and the Combined Statement of Income and Expense and their supporting tables and lists set forth the true financial position of the College on August 31, 1930, and that the results of the operations of the College for the year then ended are accurately reflected.

As a result of installing certain new accounts and records as of September 1, 1929, the work of auditing the books this year has been considerably reduced, with a corresponding reduction in the expense involved.

Your committee feels that the Treasurer's Department is to be commended for the condition of its accounts and records examined and reported upon by the auditors.

Respectfully submitted,

(Signed) B. B. WILLIAMS, Chairman.

CLEVELAND R. CROSS.

November 14, 1930.



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